

**EFFECTS OF PICTURES AND POSTERS ON SENIOR
SECONDARY STUDENTS' PERFORMANCE IN
CHRISTIAN RELIGIOUS STUDIES IN
NIGER STATE, NIGERIA**

BY

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SUPERVISOR: DR. R. W. OKUNLOYE

APRIL, 2018

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**EFFECTS OF PICTURES AND POSTERS ON SENIOR SECONDARY
STUDENTS' PERFORMANCE IN CHRISTIAN RELIGIOUS STUDIES
IN NIGER STATE, NIGERIA**

**EDORHE, Florence Onokhifa
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Religious Studies Education

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CERTIFICATION

This is to certify that this research project carried out by EDORHE, Florence Onokhifa has been read and approved as meeting part of the requirements of the department

of Arts Education, University of Ilorin, Ilorin, Nigeria for the award of Degree of Doctor of
Philosophy in Religious Studies Education

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DEDICATION

This project is dedicated to God Almighty, the maker of the heavens and the earth, the
Alpha and Omega, the Author and Finisher of our faith.

ACKNOWLEDGEMENTS

Glory, honour and adoration are due to the Almighty God, the most merciful, the source of my strength, wisdom and knowledge, who gave me the grace and strength to embark and complete this programme despite all the challenges faced.

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ABSTRACT

Christian Religious Studies (CRS) is one of the academic subjects aiming at creating awareness in the learners' relationship with God as revealed in their personal experience, the biblical revelation as a whole and in Jesus Christ in particular. Notwithstanding the nature and importance of Christian Religious Studies to the individual and the value of religious education to the society at large, yet, the academic performance of students in the subject over the years has not improved. The objectives of this study were therefore to examine the: (i) effects of pictures on senior secondary students' performance in Christian Religious Studies; (ii) effect of posters on academic performance of Christian Religious Studies students; (iii) effect of a combination of pictures and posters on academic performance of Christian Religious Studies students and (iv) interactive effect of pictures and posters and gender on Christian Religious Studies students' academic performance.

A 4 by 2 pre-test, post-test, control group, quasi-experimental design was employed for this study. Four public secondary schools were selected from the three senatorial districts in Niger State. From each school, 50 students were selected for this study. Thus, a total of 200 SS2 students were sampled for this study. Christian Religious Studies Performance Test (CRSPT) was used to collect data from the respondents. A reliability coefficient of 0.67 was obtained using Pearson Product Moment Correlation statistics. Percentage, mean, standard deviation, Analysis of Covariance (ANCOVA) and Post Hoc Pairwise comparison analyses were employed in the analysis.

The findings were that:

- i. there was a significant difference between the performance of students taught Christian Religious Studies using pictures and those taught using conventional method in favour of those taught with pictures ($F_{(1, 97)} = 4.968, p < 0.05$),
- ii. there was a significant difference in the performance of students taught Christian Religious Studies using posters and those taught using conventional method in favour of those taught with posters ($F_{(1, 97)} = 20.947, p < 0.05$),
- iii. there was a significant difference in the performance of students taught Christian Religious Studies using a combination of pictures and posters and those taught using conventional method in favour of those taught with the combination of pictures and posters ($F_{(1, 97)} = 241.450, p < 0.05$).
- iv. There was no significant difference in the performance of male and female Christian Religious Studies students exposed to pictures ($F_{(1, 47)} = 1.012, p > 0.05$); posters ($F_{(1, 47)} = .477, p > 0.05$) and a combination of pictures and posters ($F_{(1, 47)} = .070, p > 0.05$)
- v. CRS students taught with pictures and posters performed best, followed by those taught with posters and the least by those taught with pictures.

The study concluded that Students taught CRS using pictures, posters and a combination of pictures and posters performed better than those taught with conventional method. The study recommended that CRS teachers should employ the use of pictures illustrations, posters illustrations and the combination of pictures and posters illustrations in the classroom to interact with learners for effective learning outcomes.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a lifelong experience that transcends boundaries and generations. Education remains the instrument for national and personal development. It is the major foundation which enhances individuals who make successful living and contribute meaningfully to the social, economic and political development of any society and a nation in general.

Federick (2005) asserted that the primary purpose of education is to teach learners how to live in real life by developing their minds and equipping them to deal with reality. Education is imperative for social, economic and political development of any nation. Most nations or countries across the globe have recognised education as a tool for social and economic development. UNESCO (2008) viewed education as a vital instrument for transformation and a formidable tool for empowerment of individuals. In other words, education is seen as an essential instrument and indispensable tool for national development. No nation of the world ever attained any meaningful development without education leading to it. With low education, an individual is likely to have limited economic and social opportunities. Lack of access to education or exposure to the wrong kind of education can contribute to persistent inequality, prejudice and renewed armed conflicts, a vicious cycle that is difficult to break (UNESCO, 2011).

Education is a process where individuals acquire skills, values and other necessary knowledge that will help him/her fits into the society and contributes meaningfully to its development. Education is generally acknowledged as an instrument for fostering the worth and development of individual and general development of the society. One of the major goals of education is that every child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities the child is experiencing and encountering according to his/her ability (NPE, 2004).

Religion is an important concept that helps broadening people's knowledge about the world and provides answers to questions that go beyond human comprehension. Religion and education are indivisible entity. It cannot be ignored, this is because the history of human life is linked with religion. Ayegboyin (2013) explained that religious symbols, virtues and norms unite the people and it is the source of spiritual, moral and desirable patterns of the society. Olotu (2008) stressed that religion is a vanguard for spreading moral and peaceful coexistence of people in any given society because it gives people a sense of purpose for their efforts and standard by which to assess the value of their behaviour and achievements. This is true because religion helps to promote spiritual and moral values in the family, society and any nation. Religion provides moral foundation for every society.

The Christian Religious Studies curriculum is expected not to only impact the content of the Bible but also moral lessons and instructions. Christian Religious Studies (CRS) is one of the academic subjects that is included in Nigerian senior secondary school curriculum, aiming at creating awareness in the learners' relationship with God as revealed in their personal experience, the biblical revelation as a whole and in Jesus Christ in particular. The subject provides a powerful motivation for right behaviour by blending spiritual, moral and social values, which help in character development. Religious studies curriculum is an innovation that features topics such as greed and its effects, forgiveness, civic responsibility,

HIV/AIDS, skill acquisition and empowerment, dignity of human labour, dignity of human life, humility, impartiality among others. These can go a long way in curbing corruption and other social vices in the society. The topics will help the students understand better and help to expose them in relating the message to their life experience.

Christian Religious Studies as a subject has always played an important role in human and moral development. It is also one of the school subjects that provide opportunity for full development of the child cognitive and affective domains. It is a process by which children understand the religious traditions of Christian life and thought. It helps man to become sensitive to the ultimate questions posed by life mysteries and wonders that underlie human experience (Kosoko-Oyedeko, 2013). Christian Religious Studies serves as a fountain of moral and spiritual guidance to students and gives them a sense of direction and the ability to differentiate between what is right and what is wrong (NERDC, 2007). However, it is not only CRS and other Religious Studies that differentiate between right and wrong, but they are morally inclined teaching subjects. This accounts for the link between the aims and objectives of moral education which are closely linked together (Kosoko-Oyedeko, 2013).

The history of western education in Nigeria dates back to 24th September, 1842 when Christian missionaries who used education as an instrument to propagate their religion, eradication of illiteracy, poverty and disease was initially fought on the platform of religious organisation. It was from the background of benefits desirable from religion generally and Christian religion in particular that what is presently referred to as (C.R.S.) was introduced to the school system. The inclusion of Christian religious education as an academic discipline in Nigeria educational system dated back to around 1843 when Christian missionaries introduced Western Education into the country and the first school was established by Mr. and Mrs. De Graft of the Methodist church while the name of the school was “Nursery of the Infant Church” (Taiwo, 1980; Fafunwa, 1991).

The National Policy of Education (NPE, 2004) recognised Christian Religious Studies as part of the school curriculum at all levels of the Nigeria Educational System. It is one of the core subjects at the Junior Secondary School level and alternative to Islamic Religious Studies (IRS) (an elective subject in the Senior Secondary School level). The policy emphasises that religious instruction and moral education should be taught in schools. The aim of this is to promote the goals of producing good and morally sound students at the senior secondary school level to be able to think critically, analytically and independently about moral issues with the fear of God and to be able to become independent moral agent. Oyediran (1998) observed that section 3 subsection 15 (2) of the National Policy of Education stressed the need for the inculcation of moral and spiritual values in interpersonal and human relations. Thus Christian Religious Studies emphasises the development of moral education in their adherents which enable them to be useful to themselves and the society at large.

Kosoko-Oyedeko (2013) opined that over the years, government's stand on Christian Religious Studies has not been consistent. When the State took over schools from the church in 1970, Christian Religious Studies became an elective subject which resulted in its being accorded less priority and attention by school authorities, teachers and students. Consequently, this reduced students' access to moral and religious instruction compared to the time when schools were managed by the missionaries. Today, CRS has not be given desired attention like other subjects because the public schools are now managed by the government. Therefore, students choose their subject combinations. In the current 9 year (9-3-4) basic education curriculum, Christian Religious Studies is listed as a core subject at both lower and upper basic levels (NERDC, 2007). This subject is however accorded as an elective subject in the Nigerian senior secondary school curriculum.

The inclusion of the subject in the Nigerian basic and senior school curriculum is commendable but the performance of the students is not justifying its inclusion as a core subject in the basic school curriculum and elective in the senior secondary school curriculum (Okunloye & Awowale, 2011). However, the fact that Christian Religious Studies is an elective subject in Senior Secondary School level has continued to under value the subject as most schools still treat the subject as an elective, unimportant and some do not even teach it at all. Indeed, teaching the subject was not important in some States (Ayantayo, 2009). Moreover, education authorities have failed to regulate the employment of qualified Christian Religious Studies teachers to teach the subject and this has affected the society in quite unpleasant ways. To solve this problem, more emphasis is to be placed on the recruitment of religious studies teachers bearing in mind that moral instruction is imbedded in the teaching of the subjects. Orebanjo (1999) identified ineffective teaching as one of the problems faced in the teaching of Christian Religious Studies coupled with the low level of students' enrolment for the subject. He further stated that students are not encouraged to offer Christian Religious Studies as a subject in public schools except in mission schools.

Secondly, lack of qualified Christian Religious Studies teachers has led to the fall in standard of the subject. In other words, most of the Christian Religious Studies teachers do not have the academic qualification to teach the subject. Most of the teachers teaching the subject are from other related disciplines. Another problem facing the subject is the lack of interest by students because more value is placed on science and social science subjects. This has led to various vices which are prevalent in schools, homes, in the community and the country as a whole (Kosoko, 2013). Teachers' qualification, knowledge and students' interest in the subject are important in bringing about good performance of students (Abioye & Adekunle, 1999).

There is also the problem of instructional methods which is not learner-centred but teacher-centred. Obviously, the old method of teacher-centred learning where emphasis is on memorisation of what is taught still prevails (Adegbile, 2010). The achievement of effective and efficient teaching and learning in schools has been one of the perennial problems in Nigeria education. Other problems include the nature of the curriculum, controversial nature of the subjects and poor methods of instructions. Sofowora (2013) submitted that one of such subjects that are difficult to teach is Christian Religious Studies. Religious studies before now lay more emphasis on factual examination oriented approach. That is, students should just read and pass. Today, it has become a matter of investigation and experimental rather than indoctrinations.

Teaque (1989) also emphasised on the poor methods of teaching the subject. During the National Conference of the National Association of Bible Knowledge Teachers of Nigeria (NABKTN) held in Bauchi State Polytechnic in 1984, it was revealed that there had been a serious reduction in the enrolment of students in the subject at senior secondary school level and tertiary institutions of learning. Other findings revealed that religious thinking among individual students is confusing and inarticulate. It was also found that simple lessons taught were not being retained for a long time by students (Sofowora, 1994). Teaque (1984), Abimbade (2001), Akinbote (2002), Olagunju (2002) and Nwaboku (2004) have asserted that students' performance was better when learning with instructional package that can be seen, touched and used. They also identified paucity of instructional materials as a problem militating against effective teaching and learning.

The importance of modern technologies in Religious studies cannot be underestimated. The application of relevant and modern technologies may help to solve some of the identified problems facing in the effective teaching of the subject. It is therefore an age

long belief in educational technology that modern technologies are essential for effective and efficient teaching and learning.

According to Sofowora (2001) Ilori (2007) and Ilori (2014) in their various studies, stressed that instructional aid enhances comprehension, retention and recall when information is difficult to explain verbally and where specific procedure needs to be performed. The use of instructional media will not only illustrate the teachers' concept but emphasis on the essential point. Akan (2001) claimed that students learn in two ways; orally and visually. Many of them learn more rapidly where oral teaching is linked with visuals or concrete aids. They can see, touch or handle. He further added that a teacher cannot ascertain whether his or her verbal development will convey the correct meaning especially with those things the students already know. This can be corrected if relevant instructional media is used. The implication of all these is that Religious studies cannot be effectively taught if teachers are not able to select and use instructional resources in teaching.

Important as the knowledge of Christian Religious Studies is to moral value and intellectual development, students in senior secondary school levels are not performing up to expectation. This is highlighted by the data presented in the Tables 1, 2 and 3.

Table 1: Statistics of Entries and Results in Christian Religious Studies 'O' Levels at the Senior Secondary School Certificate Examinations – May/June Nigeria (2009–2013)

Year	Total Entry	Total Sat	Credit & Above A1 – C6	Pass 7 – 8	Fail F9	Number Absent
2009	582916	530309	254991	146874	128546	32607
		94.11	46.34	26.69	23.36	5.59
2010	542383	509983	325746	88971	75983	32400
		94.03	63.87	17.45	14.90	5.47
2011	139606	114452	53009	20335	30634	25154
		81.98	46.32	17.77	26.77	18.02
2012	139906	117182	60666	19056	27624	22724
		83.76	51.77	16.26	23.57	16.24
2013	103714	89905	57065	13096	12285	13809
		86.69	63.47	14.57	13.66	13.31

Source: West African Examination Council, Yaba, Lagos, 2015

Table 1 shows that the performance of students who passed Christian Religious Studies at credit level is slightly above average, except for 2009 and 2011 which was below average of 46.32% and 46.34%. This underscores the point that the performance in Christian Religious Studies in the country is not excellent. Furthermore, the poor interest of students in the subject as discussed earlier is clear from the table because it shows that some students that registered for Christian Religious Studies were absent during the examination. It is also shown that the number of students that registered for the subject keep dropping over the years as a result of lack of interest in the subject compared to other subjects. The data is represented in figure 1.

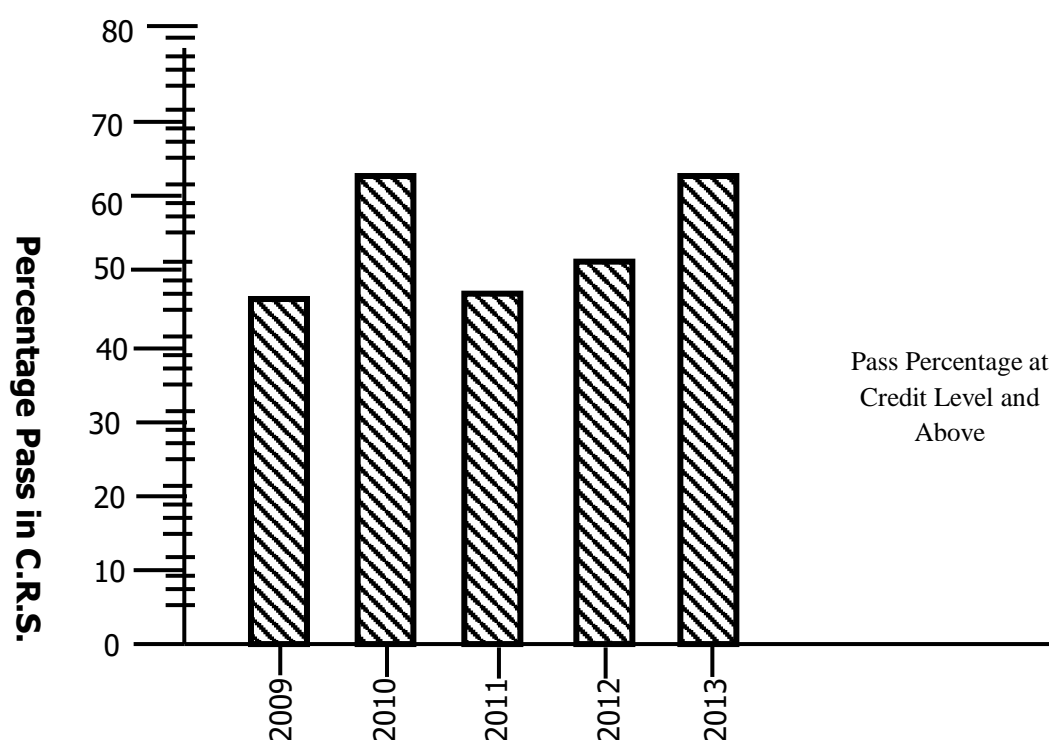


Fig. 1: Students' Percentage Pass at Credit and above in the year 2009-2013

Table 2: Analysis of Statistics of Performance of Christian Religious Studies in May/June Examination Results in Niger State from 2010 – 2014

Year	Total Entry	Total Sat	Total Absent	Total Credit 1 – 6	Total Pass 7 – 8	Total Fail 9
2010	7658	6947	711	2954	1502	1883
		90.71	9.29	42.52	21.62	27.10
2011	11048	10199	849	4718	2638	2818

		92.31	7.69	46.25	25.86	27.63
2012	11565	10404	1161	5843	2132	2400
		89.96	10.04	56.16	20.49	23.06
2013	11940	10880	1060	6708	1852	1997
		91.12	8.88	61.65	17.02	18.35
2014	12327	11621	706	6679	2314	2551
		94.27	5.73	57.47	19.91	21.95

Source: West African Examination Council, Yaba, Lagos (2015)

Table 2 shows that the performance and percentage enrolment of students that registered and sat for Christian Religious Studies and the percentage pass at credit level and total percentage of Absenteeism in Niger State from 2010 – 2014 are indications of low students' interest in the Christian Religious Studies as a subject.

The total number of students that passed at credit level and above in 2010 was 42.52%, while 21.62% had ordinary pass in Christian Religious Studies. However, 21.10% failed the subject. In 2011, 46.25% passed at credit level and above and 25.86% had ordinary pass, while 27.63% failed Christian Religious Studies subject at WAEC level. The result of 2012 recorded an average performance with a credit and above pass of 56.16% and ordinary pass of 20.49%, while 23.06% failed the subject. In 2013 and 2014, there was an improvement of performance at credit level and above. 2013 credit and above recorded 61.65% and 2014 credit and above recorded 57.47% which was an improvement on the previous years. However, 2013 recorded 17.02% ordinary pass, 2014 also recorded 19.91% ordinary pass, while 18.35% in 2013 and 21.95% in 2014 failed the examination in these years. It is also revealed that throughout the years 2010 – 2014, some levels of absenteeism were recorded. This signifies lack of interest in the Christian Religious Studies subject by some students.

Table 3: Statistics of Performance of Christian Religious Studies in May/June Examination Results by Gender in Niger State

Year	Gender	Total Entry	Total Sat	Total Absent	Credit & Above A1 –A6	Pass D7 –D 8	Fail F9
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2010	Male	3724	3323	401	1199	7.32	1040
			89.23	10.96	36.18	22.02	31.29
	Female	3934	3624	310	1755	770	843
			92.11	7.88	48.42	21.24	23.26
2011	Male	5467	5024	443	2125	1312	1569
			91.89	810	42.29	26.11	31.23
	Female	5581	5175	406	2593	1326	124.9
			92.72	7.26	50.10	25.62	24.13
2012	Male	5729	5117	612	2792	1055	1251
			89.31	10.68	54.56	20.61	24.44
	Female	5836	5287	549	3051	1077	1149
			90.59	9.40	57.70	20.37	20.46
2013	Male	5788	5287	501	3052	970	1082
			91.34	8.65	57.72	18.36	20.46
	Female	6152	5593	559	36.56	882	915
			90.91	9.08	65.36	15.76	16.35
2014	Male	5986	5636	350	3142	1120	1334
			94.15	5.84	55.74	19.97	23.66
	Female	6341	5985	356	3537	1194	1217
			94.34	5.61	59.09	19.94	20.33

Source: West African Examination Council, Yaba, Lagos (2015)

The data presented in table 3 reveals the performance of both male and female Christian Religious Studies students. From all indications from 2010 – 2014 Christian Religious Studies, female students performed better than their male counterparts in 2010. The female students have a percentage at credit and above of 48.42% as against the male of 36.18%, 2011 female had 50.10 while the male had 42.29%. In 2012, the female had 57.70% against the male 54.56% and in 2013, the female scored 65.36% while the male scored 57.72%. In 2014 female had 59.09% while male had 55.74%. This is also applicable in the failure and absenteeism rates. The boys recorded more failure on absenteeism than the girls as shown in the table 3.

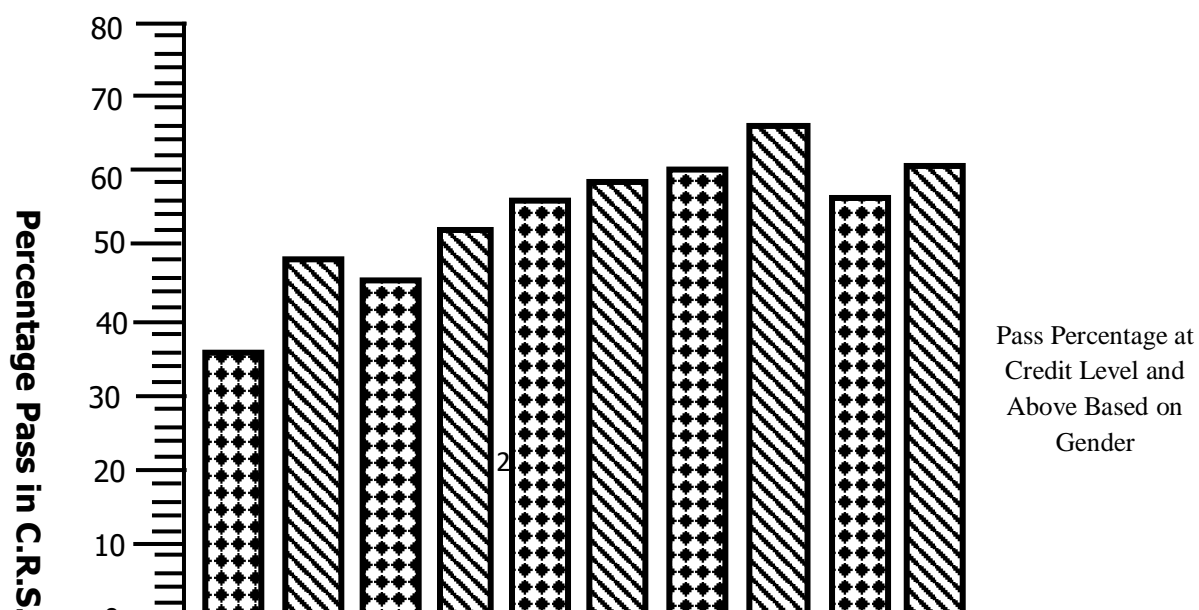


Figure 2 shows the statistics of performance of Christian Religious Studies students by gender in Niger State from 2010 – 2014.

The data presented in tables 2 and 3 are also not encouraging bearing in mind that Christian Religious Studies is one of the subjects that teach moral values. Psalm 111 vs. 11 teaches that “the fear of the Lord is the beginning of wisdom...”. The fear of God seemed no longer embraced by our youths and leaders with trends in moral decadence, corruption and social vices which prevail in all spheres of life. The new trends in the society is not unconnected to students’ lack of interest in religious studies which leads to poor enrolment that further leads to low number of students aspiring to read CRS. The poor performance may also be as a result of poor teaching methods, lack of essential materials for teaching and lack of qualified teachers in teaching the subject.

A number of factors have been identified as causes of students’ poor performance in Christian Religious Studies by previous studies. One of such is lack of instructional materials such as pictures illustration, posters illustration in teaching and learning CRS, lack of interest on the part of students, lack of qualified and experience Christian Religious Studies teachers, poor methods of teaching, lack of parental interest or involvement, shortage of qualified Christian Religious Studies teachers and negative attitudes of students and teachers towards teaching and learning the subject.

Nearly all the aforementioned challenges were comprehensively corroborated by Ajidagba (2009), when he opined that the problems of teaching religious studies include: a

low societal value for religious studies, lack of instructional materials, teaching aids and textbooks, negative attitude to religious study, inconsistent government policies, insufficient infrastructure, lack of qualified teachers, poor condition of service and lack of employment for qualified graduates of Religious Studies teachers. Teaque (1984) also affirmed that poor methods of teaching Christian Religious Studies is also a problem facing Christian Religious Studies and lack of modern relevant instructional materials and textbooks.

The importance of modern technologies in religious studies cannot be underestimated. The application of relevant and modern technologies which include the use of instructional visuals may help to solve some of the identified problems faced in the effective teaching of the subject. It is considered that one of the most serious impediments to effective teaching and learning of Christian Religious Studies is the problem associated with the old method of teaching the subject where emphasis is on memorisation of what is taught by teachers without students comprehending the content (Abioye & Adekunle, 1999). These methods are teacher-centred as the teacher dominates the class, leaving students uninvolved and passive. This method is not interactive and may render the set objectives unachievable (Adegbile, 2010; Aremo 2010). This old method does not encourage team spirit since students are expected to memorise passages individually without interacting with one another. It also gives no room for critical thinking in which students could learn with materials and able to analyse what has been taught.

Visual media are those carriers of instructional content that can only be learnt by observing them but cannot be heard. Visual media are very effective in teaching and learning generally to achieve effective teaching and learning of Christian Religious Studies. Photographing, pictures, maps, posters and important persons and places should be presented to the target audience to see and have idea of what those things represent or look like. Moreso, Christian Religious Studies is an art subject that is abstract that learners most of the

time, do not gain enough experience from oral teaching alone. Jekayinfa (2005) also observed that students performance would continue to fluctuate unless teaching materials selected are relevant to the age, interest, aspiration and capabilities of the students concerned. One of the reasons attributed to poor performance of students in CRS is the abstractness of the subject. Eze (2012) emphasised that CRS is an art subject that is abstract and most of the times, students do not gain enough experience from oral teaching of the subject.

Yusuf (2004) agreed that the decline in the performance of students might be due to lack of appropriate methods of teaching at the secondary school level. This indicated that for proper learning to take place in schools, particularly in Christian Religious Studies, teachers must use appropriate methods which involve the use of instructional materials. This is why Ilori (2014) posited that lack of utilisation of instructional materials in teaching Christian Religious Studies might be a strong factor for the negative attitude and deteriorating performance of students in the subject.

Gender issues in academic performance have always generated controversies in academic circles. Obaade (2010) noted that research in gender difference in performance sometimes it favours boys and sometimes it favours girls. This indicates that the differences are not general but specific to the context of future of a particular area. Sometimes it favours the boys, other times it favours the girls. In some other studies, students' gender has been identified as another factor that could affect performance in any subject. Kosoko-Oyedeko (2013) indicated that gender had an effect on learning. Some other studies have also shown that gender is of utmost importance in any learning.

However, the relationship between gender difference and learning outcome under different teaching and learning situations has equally generated controversy among researchers. Students need new innovation strategies in Christian Religious Studies teaching and learning that can engender and sustain their interest. It is hoped that if instructional

visuals are applied to teaching Christian Religious Studies at the senior secondary school level of education, it will motivate and arouse students' interest and gender bias may be eliminated. Studies on instructional visuals are relatively few in the teaching of Christian Religious Studies, whereas researches in the field of science and social sciences are already extensive.

Another problem is the negative attitude of students to Christian Religious Studies. Abioye and Adekunle (1999) examined the attitude of students towards Christian Religious Studies and reported that students exhibit a very poor attitude towards the subject. Ahwagievu (2012) investigated the attitude of students and teachers towards the teaching and learning the subject at the primary school level and submitted that teachers' non-chalant attitude to Christian Religious Studies negatively affect pupils' interest in learning the subject, (thereby exhibiting negative attitude to Christian Religious Studies). Kosoko-Oyedeko (2013) opined that students' attitude to some subjects is negative while gender and class level of the students did not significantly influence students' attitude towards the subject. Hydi (2005) reported that pupils' interest in a subject is associated with their achievement in the subject. Olatoye (2001) and Adesokan (2002) agreed that despite the importance and recognition accorded some subjects, students still display negative attitude towards those subjects, thereby leading to poor performance and low enrolment at the senior secondary and tertiary school levels.

As a matter of fact, Christian Religious Studies as a subject cannot be taught or learned effectively without adequate use of instructional materials. Instructional visuals are devices developed or acquired to assist teachers in transmitting organised knowledge, skills and attitudes to learners within an instructional situation (Ogunfunmilakin, 2015). Visual aids like pictures illustrated strategy, posters illustrated strategy and the combination of both will help the teacher to present the lessons and also enable the teacher to deliver the message to

students easily without the missing point. Visual materials help the teachers to accomplish the stated objectives by providing emphasis to whatever is being said. Effective use of instructional visuals in teaching and learning situation multiply the audience level of understanding and the use of instructional visuals is usually adopted to reinforce teachers' message and clarify points so as to create excitement for the learners (Ogunfunmilakin, 2015). Examples of instructional visuals are pictures, posters, charts, graphic materials, pictures model, realia, photograph, free hand-drawn, diagrams, puppets, etc.

In the light of this, instructional visuals if adopted as a teaching strategy could be an effective way to learn some moral educational concepts in Christian Religious Studies. It is a learning style that is designed to motivate students' interest and personal values. Ilori (2014) posited that since values are essential for teaching personal responsibility and ethical decision making, teachers should ensure the use of methods that will encourage the students to learn 'core values alongside other behaviours like honesty, respect, tolerance and encouragement in the society. In the light of this, it is hoped that with the use of pictures illustration strategy, posters illustration strategy and the combination of picture and posters illustration strategies in teaching and learning CRS can help to improve the interest and subsequent performance of CRS in senior secondary school, the issue of lack of interest, negative attitude and poor performance, ethics and moral value would be addressed. It is therefore necessary to find out if the use of pictures, posters and the combination of pictures and posters for teaching and learning Christian Religious Studies can improve the performance of Christian Religious Studies students.

Abimbade (2001), Fisch (2005) and Hussain (2008) in their various studies asserted that students' performance was better when learning with instructional packages that can be seen, touched and used. Balogun (1982) also made the following contributions to the way we learn:

1% through taste

1½% through touch

3½% through smell

11% through hearing

83% through sight

From the above, it appears that the bulk of our learning is through the sense of sight. Accordingly, the rate at which we remember the things we have learnt varies with the senses.

10% of what you hear

50% of what you hear and see

90% of what you hear, see and do (Ogunfunmilakin, 2015).

In summary, it is very clear that students remember vividly what they see when they are taught with visual instructions such as pictures and posters. All these suggest that for effective teaching and learning to take place, teachers must go beyond mere talk, chalk and memorisation. Instructional visuals have been identified by educational technologists like Salami (2008) and Sofowora (2014) as capable of enhancing or facilitating learning. It is hereby germane to investigate the effectiveness of visuals in teaching CRS. Therefore, this research investigated the effects of pictures and posters on senior secondary students' performance in Christian Religious Studies in Niger State, Nigeria.

Statement of the Problem

Notwithstanding the nature and importance of Christian Religious Studies to the individual and the value of religious education to the society at large, yet, the academic performance of students in Christian Religious Studies over the years have not improved as expected in both internal and external examinations in Nigeria. The performance of students has been declining and fluctuating. This is associated with negative attitude of students towards the subject, poor method of teaching and some other factors said to be responsible

for the poor performance and low enrolment of students in the subject. Other problems include nonchalant attitude of teachers, lack of relevant instructional media and textbooks. Studies have shown that the prevalent conventional method presently being used in schools by Christian Religious Studies teachers is not effective enough and as such, have not helped students in understanding and retention of the subject (Ilori, 2014).

Eze (2014) opined that as long as the process of instructional communication depends more on the human voice, eyes and ear, and as the society continues to develop, it calls for more advanced media in this era of knowledge explosion and large population in classes which can sensitise both the eye, ear and emotion in transferring of Christian Religious Studies concepts, principles, philosophy, theories, values and norms to learners so as to improve its teaching/learning achievements of students; retention and transfer of knowledge. Attitude of students can be influenced by the attitude of the teacher and his/her method of teaching and teacher's effective use of teaching aids motivates students and change their attitude towards the learning of Christian Religious Studies.

This study therefore investigates the effect of pictures and posters on senior secondary school students' academic performance in Christian Religious Studies in Niger State, Nigeria. Specifically, the study sought to determine the effect of pictures and posters on academic performance of students in Christian Religious Studies. The study also examined the effect of gender on students' performance. Researches have been carried out on the effect of instructional visual in different subjects. Ogunfunmilakin (2015) studied the effects of instructional visual utilisation on students' performance in Junior Secondary School Social Studies in Ondo State, Nigeria. Her findings revealed that performance of students exposed to instructional visual utilisation is better than those not exposed to instructional visual utilisation in Social Studies.

Also, Kosoko-Oyedeko (2013) studied effects of Instructional games on public primary school pupils learning outcomes in Christian Religious Studies in Lagos State, Nigeria. Her findings showed that significant effect exists in the performance of pupils exposed to instructional games in teaching CRS than those who were not exposed to instructional game. Studies have been carried out to show benefits of Instructional Visuals in teaching and learning in various subjects such as Biology, Chemistry, English, IRS and Social Studies.

However, to the best knowledge of this researcher, empirical studies on the effects of instructional visuals in Christian Religious Studies are lacking. Therefore, this is the gap this work intends to fill by investigating the effects of pictures and posters on senior secondary students' performance in Christian Religious Studies in Niger State, Nigeria.

Purpose of the Study

The general purpose of this study was to examine the effects of pictures and posters on senior secondary students' performance in Christian Religious Studies in Niger State, Nigeria. Specifically, the study investigated the:

- a. the general performance of students in Christian Religious Studies before and after the treatment;
- b. effect of pictures on students' academic performance in Christian Religious Studies;
- c. effect of posters on academic performance of Christian Religious Studies students;
- d. effect of combination of pictures and posters on academic performance of students in Christian Religious Studies;
- e. interactive effect of pictures and gender on Christian Religious Studies students' academic performance;
- f. interactive effect of posters and gender on Christian Religious Studies students' academic performance; and

- g. interactive effect of pictures and posters and gender on Christian Religious Studies students' academic performance.

Research Questions

The following research questions were addressed in the course of the study.

1. What is the general performance of students in Christian Religious Studies before and after the treatment?
2. Will there be any difference in the performance of Christian Religious Studies students taught with pictures and those taught with the conventional method?
3. Will there be any difference in performance of Christian Religious Studies students exposed to posters and those taught with the conventional method?
4. Will there be any difference in performance of Christian Religious Studies students exposed to a combination of pictures and posters and those taught with the conventional method?
5. Will there be difference in the academic performance of male and female students exposed to pictures and those not so exposed?
6. Will there be difference in the academic performance of male and female students exposed to posters and those not so exposed?
7. Will there be difference in the academic performance of male and female students exposed to the combination of pictures and posters and those not so exposed?

Research Hypotheses

Based on the Research Questions, the following Hypotheses were generated for this study.

- H₀₁:** There will be no significant difference in the academic performance of Christian Religious Studies students taught with pictures and those taught with conventional method.
- H₀₂:** There will be no significant difference in the academic performance of Christian Religious Studies students exposed to posters and those taught with the conventional method of teaching.
- H₀₃:** There will be no significant difference in the academic performance of students exposed to pictures and posters combined together and those exposed to the conventional teaching methods.
- H₀₄:** There will be no significant difference in the performance of male and female Christian Religious Studies students exposed to pictures.
- H₀₅:** There will be no significant difference in the performance of male and female Christian Religious Studies students exposed to posters.
- H₀₆:** There will be no significant difference in the performance of male and female Christian Religious Studies students exposed to the combination of pictures and posters.

Scope of the Study

The study examined the effects of pictures and posters on senior secondary students' academic performance in Christian Religious Studies in Niger State. The study was restricted only to Senior Secondary School Two (SS II). 50 Christian Religious Studies students were selected from each of the four selected Senior Secondary Schools in Niger North, Niger East and Niger South Senatorial District of Niger State making a total of 200 students in this study. The study involved three experimental groups and one control group.

In addition, selected topics from the Christian Religious Studies curriculum were used for teaching from where Christian Religious Studies performance test (CRSPT) was

administered on the students to determine the effect of pictures and posters on senior secondary students' performance in Christian Religious Studies. Also, the study focused on the use of instructional visuals in teaching Christian Religious Studies. Visuals used in the study were pictures, posters and a combination of pictures and posters. Demographic data of respondents were described using the percentage. Mean and standard deviation were used to provide answer to research question one. Other research questions were transformed in hypotheses and were tested using the Analysis of Covariance (ANCOVA) at 0.05 alpha level.

Operational Definition of Terms and Variables

The following terms are operationally defined as used in the study.

Instructional Visuals: are instructional media that appeal to the human sight which help to facilitate learning. Those visuals to be used in this study are posters, pictures and a combination of posters and pictures.

Picture: is an image of an object, place, person, thing, scene or event used to demonstrate CRS obligation.

Poster: is any piece of large printed paper with explanations designed to be attached to a wall. It is designed to be eye catching and informative that can be used for teaching.

Conventional Method: is seen in this study as teacher centred lecture method.

Effect: is the difference in the learning outcome of the students exposed to treatments and conventional method in terms of scores recorded in the tests.

Academic Performance: is students' measured such as their scores in Christian Religious Studies Performance Test (CRSPT).

Gender: is corresponding with the sex of the students which is either male or female.

C.R.S.: refers to Christian Religious Studies taught as a subject in secondary schools.

Significance of the Study

With the nature of visual instructions, this study would be useful in changing students' negative attitude towards Christian Religious Studies. The strategies would provide opportunities for students and teachers in the classroom to interact more effectively with pictures illustrations, posters illustrations and the combination of pictures and posters illustrations. The findings would also be useful in improving the status of Christian Religious Studies in the Senior Secondary Schools. The findings may provide Christian Religious Studies teachers insight into instructional strategies that could significantly improve students' academic performance. Enrolment in Christian Religious Studies course at the secondary and tertiary levels which has been dwindling over the years and the difficulty of finding qualified graduates to teach Christian Religious Studies subject at the secondary and tertiary levels may in the future change for better.

Furthermore, it is anticipated that the findings from the study would provide curriculum designers with information that would help in designing trial-testing and developing teaching method based on pictures and posters for improving performance in Christian Religious Studies. It would provide information that will assist Christian Religious Studies teachers across board to design, produce and apply pictures and posters for teaching-learning Christian Religious Studies in schools. Moreover, the findings of this study might also provide an opportunity for Christian Religious Studies textbooks writers the need and necessity to incorporate pictures and posters as strategy in the planning and writing of textbooks. The findings may also create awareness for the administrators on the provision of pictures and posters that are relevant to the teaching of CRS at senior secondary school level. Also, future researchers would find this study relevant as it may direct their studies of this nature in other parts of the country especially in the rural areas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature to the study is reviewed under the following sub-headings:

- a. The Origin, Objectives and Content of Christian Religious Studies in Nigeria
- b. Trends of Academic Performance in Christian Religious Studies
- c. Concepts, Types and Significance of Instructional Materials
- d. Selection and Use of Instructional Visuals in Christian Religious Studies
- e. Effects of Instructional Visuals on Students' Academic Performance
- f. Influence of Gender on Students' Academic Performance in Christian Religious Studies
- g. Theoretical Framework
- h. Appraisal of the Literature Reviewed

The Origin, Objectives and Content of Christian Religious Studies in Nigeria

The first experience of literacy in western education in Nigeria could be traced to the latter part of the 15th Century when the Portuguese traders influenced the Catholic who were the First Missionaries to set foot on Nigerian soil to establish schools in the Palace of Oba of Benin for the Oba's sons and the sons of his Chiefs who were converted to Christianity in 1515 (Fafunwa, 1974:74). However, before the advent of Western education, African communities had their own system of education which is referred to as traditional or indigenous educational system prevalent in Africa before the arrival of Islam and Christianity. Fafunwa (1974) stated that Nigeria consists of many ethnic groups and societies each with its own culture and tradition, they all have common aims and objectives but methods differ from place to place, because of social, economical and geographical imperatives.

Between 1515 and 1552, the Portuguese merchants had established many trading posts along river Benue and around Lagos. Lagos itself became an important Portuguese trading station. The Portuguese contact also extended to Brass and Warri where trading post, churches and schools were established. But the Catholic influence then was almost wiped out by the slave trade that ravaged West Africa.

Records of the missionary activities show that significant educational impact upon Nigeria started in 1842, when Rev. Thomas Birch Freeman and Mr. and Mrs. De Graft of the Western Methodist Mission in the Gold Coast (now Ghana) arrived Badagry on the invitation of the Yoruba emigrants from Sierra Leone who had settled in Badagry.

The first known school was established by Mr. and Mrs. De Graft in Badagry and was named “nursery of the infant church”. Most of the fifty pupils were children of Sierra Leone immigrants, although a few of the local converts also sent their children to the school. Mr. and Mrs. De Graft were replaced in 1844 by the Revd. Samuel Annear and his wife. In 1845, the Church Missionaries Society (CMS) arrived Badagry with a formidable team of evangelist. Mr. and Mrs Samuel Ajayi Crowther (ex-slaves), the Revd. and Mrs. Townsend, the Revd. and Mrs. Gollmer, Messrs. Williams March and Edward Phillips (who were teachers by professions) among other workers. The CMS party established a mission station and two schools in Badagry and in August 1846, the party proceeded to Abeokuta (Fafunwa, 1974).

The year 1853 witnessed the arrival of the Southern Baptist Convention Missionaries, they established a school at Ijaye and by 1854, the mission had founded a school at Ogbomoso and in Lagos, and another school was established between 1857 and 1864, the C.M.S. had extended their activities to the Eastern Part of the Country by establishing schools in Gbede, Onitsha, Akassa and Bonny. Also, another mission known as the Roman Catholic joined other missionary activities in Lagos in 1868 (Fafunwa, 1974).

According to Avorgba (2008), Christian Religious Education in Nigeria began with the advent of missionaries and mission agencies in mid 1800s. It was not in fact deliberate as it was introduced in the form of Evangelism and as part of Western missionary enterprise. In other words, it was not attrition that made the missionaries introduce education in Nigeria. Motives were behind the introduction of Education in Nigeria by the various groups and organisations. The main purpose of education in the early stages was to teach Christianity with the view to converting all those who came within the four wall of the mission house. The provision of education in Nigeria was dominated by Christian missions for almost half a century. These missions only received help from their home churches who sent them to Nigeria. The history of Education started with the introduction of formal education by the Christian mission.

However, Nwankwo (1984) observed that there were differences in ranged from the policy of conversion through education as represented by the Roman Catholic to the one which believed in education through conversion as the policy of the protestant mission. Differences apart, there were major areas of educational policy agreements, for example all the Christian missions operating in Nigeria aimed at converting children. One of the results of the efforts of the Christian mission was the use of formal education as an instrument of converting the people to Christianity, hence the difficulty in separating formal education from evangelisation. The schools remain the centre of religious activities and teachers were the evangelists (Edorhe, 2010).

Educational development in Nigeria was given a push after the amalgamation of 1914 and with Lord Lugard as Governor General. The First Education Policies of his government were contained in the 1916 education code. The code emphasised discipline, organisation of moral instruction, general tone of the school, adequate and efficiency of the teaching staff. The code also stressed examination, general progress, building equipment and sanitation

(Taiwo, 1980). Curriculum conference of 1969 came out with a bold recommendation of the six year primary course, followed by six years of secondary, divided into a three years Junior and Senior Secondary respectively and lastly, a four year university education (6-3-3-4) structure. Based on this report, the Federal and State ministries of Education put up a draft for a national policy on Education.

Edorhe (2010) believed that for the Christian Religious Education Curriculum to effectively influence the attitude of youths, the Bible must be used as the starting point with its truth expanded and applied to life. Also, for an effective influence of attitude on students, it was suggested that synthesis of biblical approaches and problem of youth or society should be emphasised. Accordingly, in the experience initiating approach or model, the teacher begins where the students are and move to Biblical Solutions to their deepest needs. They defend this model on the basis that ideas apart from the fact that Biblical Contexts are not enough.

The present Christian Religious Education Curriculum for Senior Secondary Schools in Nigeria is modeled after the Pinson and Potts “Experience initiating approach.” The New Christian Religious Education Curriculum adopted the Bible to life approach in place of the strictly Chronological Bible approach of the old curricula. It is hoped that their products would be disciplined, patriotic and capable of critical thinking. They would be able to manifest proper attitude and behaviour in line with the values of the Nigerian society. The Bible to life curriculum was designed in 1984, when the Nigeria Educational Research and Development (NERD) Published first and second volume in 1985 of the New Christian Religious Education for Junior and Senior Secondary Schools.

Following the Federal Government reform in education and the need to attain the Millennium Development Goals (MDGs) and the critical targets of the National Economic Empowerment and Development Strategies (NEEDS), which can be summarised as: value-

reorienting, poverty eradication, job creation, wealthy generation and using education to empower the people, it has become imperative that the existing curricula for Senior Secondary School be reviewed and re-aligned to fit the reformed programme. The National Council on Education (NCE) at its meeting in Ibadan in December 2005 directed the NERDC to carry out this assignment. The NCE also approved a new Senior Secondary School curriculum structure such as Senior Secondary School (Science and Mathematics), Senior Secondary School (Humanities), Senior Secondary School (Business) and Senior Secondary School (Technology), are relevant subjects for each stream (NERDC, 2007).

In response to development in education policy between January 2007 and March 2008, the NERDC organised several workshops to produce the Senior Secondary School Curriculum which would assure continuity and flow of theories, topic and experiences from Senior Secondary one to Senior Secondary Three levels. The curriculum reflects depth which is an appropriateness of the curricula contents. Also, emerging issues which covered value orientation, peace and dialogue, including human rights education, family life, HIV and AIDS education, entrepreneurial skills, etc, were infused into the relevant contents of the new Senior Secondary School curricular.

In general, the curriculum pays particular attention to the achievement of the Millennium Development Goals (MDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS). Since the curriculum represents the total experience to which all teachers must be exposed to, the content performance, objectives, activities for both teachers and learners, teaching and learning materials and activities guide are provided. The prescription represents the minimum content to be taught in the school in order to achieve the objectives of the new Senior Secondary Programme (NERDC, 2007). However, teachers are employed to enrich the content with relevant materials and information from their immediate environment but adopting the curriculum to

their needs and aspirations. Thus the curriculum can be adapted for such special needs as nomadic education, non-formal education and education of the physically challenged.

In Nigeria, religious education curriculum is considered to be fundamental in education as is expected to affect national unity and development. The Christian Religious Studies curriculum had undergone changes just as any other school subject (Edorhe, 2010). The Christian Religious Studies curriculum was designed to meet the challenges of providing formal Christian Religious Studies which is both terminals for those whose schooling ends after the first three years and continues for those who will complete the Christian Religious Studies programme in the senior secondary school. The new curriculum therefore, was denominational, Bible based and life centred and also began on the principle on which Christianity was found. To achieve the desired goals of the curriculum vis-à-vis the objective of teaching Christian Religious Studies in secondary schools, the syllabus was designed in themes, units, objectives, content, suggested teaching aide, materials activities and evaluation (Ojo, 2016).

In line with the current efforts to instill discipline and enhance empowerment in the Nigerian youths, the Christian Religious Studies curriculum is expected not only to impact the content of the Bible but also moral lessons and instructions. Religion provides the moral foundation of every society. It teaches that certain things are good and certain things are bad. That is, certain things are right while others are wrong. Without a sound or strong moral foundation, every society and nation eventually will collapse. The curriculum, therefore, presents God as creator and sustainer of human life and the source of Christian belief, value, joy and hope (NERDC, 2007).

Apart from the Bible which is the basic source of the material for instructions, the curriculum provides source materials for the Christian Religious Studies teachers so that they

can teach lessons that are interesting, informative and life changing. The teaching and learning of the Bible can help the Nigerian youths in making two types of preparations:

- (a) Preparation for useful leaving within the society and
- (b) Preparation for higher education

The Christian Religious Studies teaches and helps the youth to improve their attitude to God, to their fellow men and women, to their work and improve themselves to give dedicated service to the nation generally (NERDC, 2007). The National curriculum for senior secondary schools therefore specified the following objectives:

- i. To provide more opportunity for the Nigeria youths to learn more about God and thereby develop their faith in God.
- ii. To enable the youth to accept Christ as their saviour and redeemer.
- iii. To enable the youth recognise Jesus as founder and sustainer of the Christian church.
- iv. To enable the youth accept the guidance of the Holy Spirit in their daily lives and activities.
- v. To help the youth understand the basic teachings of Christ and to apply these to their daily lives and work.
- vi. To help develop in the youth Christian attitudes and moral values, such as humility, respect, love, kindness, justice, fair play, spirit of forgiveness, obedience, orderly behaviour or discipline, hard work and devotion to duty, selfless service to God and humanity.
- vii. To prepare the youth for higher education, self reliance, critical thinking and for selfless service within community.
- viii. To instill in the youth the spirit of tolerance, reconciliation, peaceful co-existence and non violence.

- ix. To develop and foster in the youth the spirit of respect for all people and human life (NERDC 2010: 5).

The content of the Christian Religious Studies curriculum offered in the senior secondary schools is being examined by the West Africa Examination Council (WAEC) and National Examination Council (NECO) candidates preparing for University Matriculation Tertiary Examination (UMTE). In the new curriculum, there is a major shift from a teacher-subject learning to a learner-centered one. There is also a shift in the focus from a doctrinal approach to a Bible based approach. This is to forestall the tendency that many teachers preaching their own church doctrines rather than what the Bible teaches.

The 1985 curriculum for Senior Secondary Schools adopted a thematic, rather than a purely chronological approach. Here, a selection of relevant themes is developed from Bible stories. The selections are made from the Old Testament and the New Testament. The repetition of some Old Testament and New Testament passages already covered in the Junior Secondary School programme is to help the student understand better when the same ideas (subject content) are presented to them at higher levels of learning (NERDC, 2010). In order to enhance the implementation of the Christian Religious Studies curriculum, the following methodology is expected to be used by teachers:

- (a) Teaching should be learners centered, this involved discussion, questions and answers sessions.
- (b) Teaching should begin from previous knowledge of the subject.
- (c) Texts or passages from the Bible should be given both orally and written presentation.
- (d) Every available tool should be employed by the teacher in order to help in achieving the objective of the curriculum such as a good Bible dictionary,

Concordance and Commentaries over all the books taught in the curriculum and other Bible study aids.

- (e) The use of stories, pictures, posters, maps, photographs, role play, drama, video and audio aids, word puzzle, projectors, films, television, electronic Bible, etc, as aids that make learning interesting, informative and life changing (NERDC, 2007).

It is quite obvious that the new Christian Religious Studies curriculum has been an improvement on the old one, at least in terms of its underlying intentions and articulations of objectives. These objectives are backed up by some six desired values as indicated in paragraph 8 of the policy namely:

- Inculcating faith in man's ability to make rational decisions;
- Inculcating moral and spiritual values in interpersonal and human relations shared responsibility for the common good of the society;
- Respect for the dignity of labour, and promotion of the emotional, physical and psychological health of all children (NPE, 2004:8).

From the objectives and content above, it could be seen clearly that the teaching and learning of religious studies explicitly implied. The objectives and contents mainly emphasises character change and attitude development along moral, social, economic and political lines. Only committed teaching and learning of Christian Religious Studies can produce the character change in the nation's area of concern (Edorhe, 2010). In the history of the teaching of Christian Religious Studies in the contemporary society, there is deliberate and conscious attempt to inculcate spiritual and moral values into our children through the teaching of Christian Religious Studies so that ethical and code of conduct can be achieved in the life of the people. The nature of religious education in the last twenty years shows that a

considerable literature has developed on the content of religious education as a discipline at tertiary level and as a subject in secondary and primary schools (Ojo, 2016).

In line with the current efforts to instill discipline and enhance empowerment in the Nigeria Youth, the Christian Religious Studies curriculum is expected not only to import the content of the Bible but also moral lessons and instruments. Religion provides the moral foundation of every society. It teaches that certain things are good and certain things are bad, that certain things are right while others are wrong. The curriculum, therefore, presents God as creator and sustainer of human life and the source of Christian belief, value, joy and hope. The Christian Religious Studies teaches and helps the youth to improve their attitude to God, to their fellow men and women, to their work, improve themselves to give dedicated service to the nation generally.

Trends of Academic Performance in Christian Religious Studies

Studies on academic performance of CRS have been conducted by researchers. Faneye (2002) described academic performance as how bad a student has done in a subject. Study conducted by Faneye (2012) effects of video tape instruction on primary school pupils' performance in CRS indicated that lack of interest on the part of students make them perform poorly. This is applicable to students in senior secondary schools. Lawal (2010) conducted a study on the attitudes of most secondary school students towards CRS. He concluded that most students offering CRS, do so not because they are interested in it but as an additional subject to make up for the required subjects in the senior secondary certificate examination, and others offered it because they are from Christian homes. This revealed lack of interest.

Edorhe (2010) revealed that the low level of students' academic performance is related to the decline in instructional materials in most schools. She identified some factors associated with poor academic performance of students in Nigeria today as, shortage of

personnel, lack of learning facilities, workshops, poor quality of teaching, inadequate instructional materials and poor library facilities among others.

Edorhe (2010) observed that the availability and adequacy in quantity and quality of these facilities promote effective teaching and learning activities in schools, while inadequacy affects the students' academic performance negatively. Teaque (1984) observed poor academic performance of Christian religious studies students on the poor methods of communication/teaching the subject. He observed that there had been a serious reduction in the enrolment of students in the subject at secondary school level and tertiary institutions of learning.

Teaque (1984), Sofowora (1994) showed that the serious problem facing the performance of Christian religious studies is lack of modern relevant instructional materials and textbooks. They opined that the expansion in school environment, inadequate facilities, lack of sufficient trained and committed teachers have all weakened education in Nigeria. These also contribute to the poor academic performance of students in Christian religious studies.

Christian religious studies do not only emphasise an intense understanding of the religious content but its educational and experimental implications for the learner. Most Christian religious studies students believe that they can easily pass the subject without reading their notes or textbooks. The teaching and learning of Christian religious studies is more than just memorisation of biblical stories and lessons but involves the teaching of the content, fact and figures of the subject matter.

Poor method of teaching is also one of the problems of poor academic performance in Christian religious studies. Most teachers are confined to using only the traditional method of teaching without concern with the place and role of modern instructional media in enhancing effective teaching and learning. Onsongo (2002) in his study observed that inadequate media

resources was among the problems encountered by teachers in the use of life approach which is the recommended strategy for effective Christian religious studies. Furthermore, the study discovers that teachers lacked teaching/learning resources to support their classroom activities. Apart from recommended textbooks and the Bible, no other resources existed and even the textbooks were in some cases only for the teachers, while students did not have their own copies, they only have the teacher's class note.

Sofowora (2013) opined that the nature of Christian religious studies is the placing of emphasis on factual examination and religious dogmas and poor method of teaching are some of the factors responsible for the poor performance and low enrolment of students in the subject. Other problems with the subject include skeptical attitude of teachers, students and parents. Also identified problems are some difficult parts of the curriculum which are usually neglected by the teachers and students, but this section is part of what can make up their overall success in the subject. Such areas are found in the Old Testament themes such are: The Israelites' Journey from Egypt through the Wilderness to the Land of Canaan, The Entire Chronological, Geographical and Archeological Studies of Some Biblical Event and Characters among others.

The poor academic performance in Christian religious studies is however due to the following reasons: population of Christian religious studies students is declining both in Federal and State levels year by year. Students no longer show interest in the subject. Some offered it just to make up for their required subjects demanded by WAEC/NECO and to crown it all, parents' attitude towards the subject is also not encouraging. Lack of use of instructional materials and poor method of instruction, and finally, lack of qualified Christian religious studies teachers to teach the subject are cardinal problems facing the teaching and learning of the subject.

Concepts, Types and Significance of Instructional Materials

A lot of Research works have been carried out on instructional materials and many of these scholars have also tried to define what instructional materials are. Awoyemi (2001) described instructional materials as all teaching – assisting materials that aid teaching as they convey learning experiences to the students. They also introduce students to ideas and information about Christian Religious and understanding manner. They provide rich experiences for the study of man through different devices which students use to discover significant issues, values and concepts. Corbin (1983) defined a resource material as anything that can serve as an object of stimulus for learners.

Abolade (2001) defined instructional resources as human and non human materials, supports or aids that a teacher uses to pass information to the learner in his or her class. He concluded that learning resources are human and non-human materials, supports or aids that a learner uses during the process of acquiring information or knowledge. Adedoyin (1987) described learning resources as teaching aids because they are things used to make lesson interesting, practical and easy to follow by students.

Dopemu (1980) defined learning resources as any device method or experience used for teaching purpose. It is anything that can carry information between a source and a receiver e.g. television, film, audio visual, audio recording, photography, visual printed materials like books and magazines, blackboard among others. Ibitayo (1988) defined instructional materials as facilities that can be used to encourage, promote and facilitate teaching and learning activities. He further stressed that when materials are properly combined and appropriately used, they can help the teacher to teach more efficiently and effectively and learner to learn faster and better.

Ogunsanya (1984) saw instructional materials as anything that helps the teacher to promote teaching and learning activities. Therefore, instructional materials consist of learning

aids, audio visual aids and other multi-media aids of wide range. These include books, films and slides, pictures, resource persons, maps, televisions, chalk board, diagram, sketches etc, in fact, just anything, place and person can be regarded as instructional material. Materials are objects, machines, equipment or things that are capable of enhancing human learning or simply the learning of difficult subject matter in such a way that the learner will have an enhanced ability to understand, retain and transfer what they are being taught or what they are learning. Materials are therefore objects, equipment that can be used by humans in teaching/learning situations.

Resources on the other hand are a more inclusive concept than materials. That is, materials are part of resources. Resources refer to people, places, events, object, machines or equipment that can be used to enhance human learning or improving the learnability of hitherto difficult subject matter in such a way that understanding, retention and transfer ability of the learner about what is learned is enhanced a teacher of C.R.S. or other related subject teachers e.g. social studies, history, etc, resource person from outside the school e.g. the clergy and the students, all these are human resources (Edorhe, 2010).

In summary, instructional materials are those materials (audio, visual or audio visual) that are used to enhance teaching/learning process in order to achieve a predetermined objective. They are items deliberately used in the arrangement of experience to help learners achieve desirable change in performance. They vary from simple to cheap ones such as pictures, maps, realia, illustrations, models, textbooks and chalkboard to more complicated and expensive ones like the radio, television, video, projector and computer system.

The Christian Religious Studies curriculum has given detailed objectives, methods and materials for instruction. A variety of methods have been suggested as samples to show that Christian Religious Studies can be taught in an imaginative relevant and stimulating manner. So, the selection shows that there is room for role playing, choral reading, problem

solving, project, small group work, etc, in Christian Religious Studies (Ojo, 2016). According to Edohe (2010), instructional materials can be visual, audio or audio visual which go a long way in helping the resourceful teacher to multiply whenever possible, the sensory experiences concerning what is being taught, be it an object, topic, idea or event. The sensory experiences are not only necessary for more complete comprehension, but they are the key to learner's material activity and subsequent learning the subject in order to afford the learner the opportunity to understand religion.

Ajayi (2001) argued that because instructions and materials are carriers of relevant information for learners, understanding of particular fact, knowledge or concepts as they aid learning in the classroom. He argued that they could be used as evaluating materials in which learners are to find out how much they have observed and discovered from such an instructional material.

Types of Instructional Materials

Abdullahi (1981) classified resource materials on the basis of the sense organs they appeal to. He classified them as audio, visuals, and audio-visuals. According to him, resources that appeal to the sense of hearing alone are known as audio-aids. They include things like radio, tape recorder, amplifier, etc. Those resources that appeal to the sense of seeing are known as visual aids. In the category of visual aids, we have pictures, models, charts, maps, globes, graphic drawing, etc. Those resources that appeal to both the sense of hearing and seeing is known as audio-visual aids, these materials include film and film strips, television, etc. However, many authors have come up with classifications of instructional materials into various number and nomenclature. The proposed classifications by experts in educational technology are as follows:

Nacino–Brown and Oke (1982) in Babatunde (2005) group instructional resources into four:

1. **Visual Materials:** These are materials which appeal to the sense of vision only. They can be seen, e.g. maps, pictures, posters, real object, models, specimen, printed materials like textbooks, programmed instructional materials, chalk boards, such as flannel board and still pictures, non projected, projected and graphics, etc.
2. **Audio Aids:** These are instructional materials that appeal to the sense of hearing only or emit sound e.g. radio, record player and tape recorder.
3. **Audio Visual Aids:** These are materials which appeal both to sense of hearing and seeing e.g. motion, television, video films among others.
4. **Community Resources:** These are community based instructional resources, consisting of events, locations and institutions.

Afolabi (1995) and Babatunde (2005) classified instructional media into five using the following criteria.

(1) Based on the part of the senses organ involved

- (a) Audio: Appeals to sense of sound only, e.g. radio, turn-table and tape recorder.
- (b) Visual: Appeals to sense of sight only e.g. overhead projectors, models, charts, pictures, posters, realia, puppet, etc.
- (c) Audio-Visual: Appeals to sense of sound and sight only e.g. television, video, film projector, etc.

(2) Based on mode of operation:

- (a) Electrically Operated: These require alternative current (A. C.) or Direct Current (D.C.) to operate them e.g. all projectors.
- (b) Non-Electrically Operated: These do not require any form of current to operate them e.g. charts, posters, puppets, realia and so on.

(3) Based on the function of the media

- (a) Hardware

- (b) Software

(4) Based on the project ability of the media

- (a) Projectiles: These require the use of a screen and a projector. Small images are magnified in the screen by the projector for example, film projector, overhead projectors (OHP) slides projectors.
- (b) Non-Projectiles: These do not require screens or projectors, e.g. cameras, all non-electronically operated media, radio, television, video and so on.

(5) Based on the quality of make:

- (a) Industrial made: These are media which are procured by the school authority from media shops and scientific shops. They are sophisticated, costly and delicate but very accurate and reliable for example: radio, television, computer, etc.
- (b) Locally Made: These are media which are made with raw materials available within the reach of the learners or teachers. They are improvised instructional media for example, cutting pictures from calendars, magazines, etc.

Significance of Instructional Materials in the Teaching/Learning Process

Instructional visuals give a concrete basis for conceptual thinking and make learning meaningful as they make learning more permanent and arouse the student's interest. Visuals provide new life experience that stimulates self activities on the part of the learners and continuity of thought is developed most especially when it involved motion pictures. Their uses make learning to be permanent and assist students to understand, assimilate, retain, recall and boost their general performance. Through instructional visuals, many separate and unrelated ideas are integrated to become whole as they encourage power of speech, writing and expression and assist the learners to relate a general concept to a particular circumstances (Ilori, 2014).

Visual instructions are perceived through the human sense of seeing. Typical examples are still pictures, photographs, graphic materials, posters, charts, diagrams, drawings, paintings, book illustrations, flip chart, maps, transparencies, slides, specimens and models (Adekunle, 2005:26). Instructional visuals, according to Adekunle (2005:104) are media formats and presentations which produce only visual imagery or vision that appeals to the sense of human sight. It may be through direct viewing and perception or by projection techniques e.g. photographs, picture, cut out, still pictures, artifacts, specimen, objects, realia, graphic, posters, cartoons, models, transparencies, filmstrips, opaque pictures and three dimensional objects, 8mm silent motion pictures, 16mm silent motion pictures, etc. Still visual instructions are designed specifically for direct presentation and viewing without using any device or equipment for their display during teaching and lecture presentation.

Visual images are increasingly being used in teaching-learning processes, especially with access to quality images in web-base materials. Abimbade (2004) stressed the need that instructional visuals if properly and adequately used will reinforce the key components of verbal messages and estimate the interest of the learners. He further stated that images can be used to promote learning experience for students when used in ways that are consistent with the cognitive theory of visual learning.

Abimbade (2002) stressed that instructional visuals are used to enhance teaching and learning process in order to achieve a pre-determined objective of education policy. Abraham (2006) emphasised that success of an effective communication in any teachings and learning system lied principally in the words but it has to be sensitive with concrete media, the ultimate aims of education as to impact positively on the mental, intellectual, social and physical development of a learner and to achieve these noble objectives, the teacher must ensure that the learners will be taught with the uses of concrete objects to support and

complement its effects. However, Agun (2001) saw instructional visuals as a way of supplementing teacher's efforts rather than replacing the teachers' roles.

Education media are regarded as information carrying technologies that are used for instruction purposes with the hope of delivering educational information very quickly and widely. They are also regarded as instructional materials and multi-media in education. They are a collection of materials and all other equipment that can be used effectively in the classroom. There are expansion and inexpensive educational media that can be profitably utilized in the classroom. The availability of these materials would help a well qualified teacher to vary his teaching strategies (Ogunlade 2004:13).

Ilori (2014) opined that one of the important factors in the stimulation of learning is the balance between perception (what is seen) and reflection (what is thought about). Some tests show the more one knows, the more he or she learns from visual presentations. This is logical because the new learning is based upon the old. The more experience a person has the easier it will be to see truth applied to actual life experiences. This is a strong point for the use of visual for teaching. We first perceive the image, then, we understand the perception (conceptualisation) and further classify the understanding through thinking. From that thinking, values, attitudes and visual behaviours are born.

Instructional visuals supplement, clarify and enhance learning in the process of transmitting knowledge, ideas, skills and attitude. Generally, it makes lesson more effective and encourage students to fully participate in the classroom activities (Ajayi-Dopemu, 2008) and (Dhyilemi, 2007). Researchers reported in educational literature suggested the use of instructional visuals results in a greater degree of learning. Instructional visuals play a very important role in the teaching-learning process. It enhances the memory levy of the students and encourages the learners to learn more and better. Education has spread wide and the entirely oral teaching cannot be the key to successful pedagogy. Therefore, the teacher has to

use instructional visuals to make the teaching-learning process interesting and comfortable for learners (Nicholls, 2000; Raw, 2003).

Ilori (2014) opined that another important value of visuals in stimulating learning is the adherence to the basic principle of involvement. One of the clichés in education is in understanding that students can get by well in a given class by using only 25 percent of their brain power or even their attention potential. How then can the students use the other 75 percent? Bringing more media stimuli to bear upon the learning situation increases the ability to capture a maximum percentage of the students' mind. He further stated that if a student is listening and at the same time watching, in addition to writing, answering questions, making questions and interacting with classmates on issues, he or she may have 100% preparation. Teachers who want to stimulate maximum learning productivity will be just and have concerned with variety in their visuals as they are in their methods.

The use of instructional visuals is essential to support learning because Christian Religious Studies are concerned about moral and religious phenomenon that cannot be easily expressed without the support of instructional visuals like pictures, photographs, graphs, maps, models, etc. The use of instructional visuals encourages learners to configure what has been seen and practiced into memory and mind. Ilori (1992, 2005 and 2014) observed that one of the effects of visuals instruction in the classroom is their attention getting potential. A teacher does not have to be an artist to use visuals. Studies have shown that drawing simple stick figures may make a point. What teachers do visually, unless it detracts or distracts the learning process, enhances the interest and attention of the students so that communication and learning can take place.

Tileston (2004) opined that about 98% of all incoming information to the brain comes through the senses. But over 87% of the learners in the classroom prefer to learn by visual and tactile means, and they have a recipe for failure if the primary methods of teaching are

auditory. Tileston (2004) further stated that young generation these days especially students prefer to be active participants in all what they do. The use of instructional visuals in education requires a great deal of intrinsic motivation to be effective. Similarly, learners need visual stimulus to help them to process and store information that comes from the words they often do not have the language acquisition skills in English to store a great deal of dialogue in a way that can be easily retrieved when needed semantic information (i.e. words, facts and names) is stored in the semantic memory of the brain. The brain was not created for memorising meaningless information, in this context, there is need to allow students to interact and see what the teachers are teaching rather than learning abstractly.

Tileston (2004) observed that over 87% of the students in any given classroom are visual learners. Students who enter the classroom have been a part of the multimedia world since birth, students today were able to interact with their world through the appropriate devices for viewing from the time especially when they were three years old for the majority of the students, who are visual learners, just hearing the information is not enough; they need to see what is being learned and experience it.

There is need to lead the students to be the best of the best in term of instructional visuals and to provide feedback as they progress. The use of instructional visuals is more or less a play way method for the students into problems solving and decision making (Tileston, 2004). Ilori (2014) opined that in the use of instructional visuals, what is most important is the issue of motivation. A real teacher should gear up to achieve results which concern about what happens beyond the perimeters of the classroom. Are the students studying the Bible at home? Are they applying the lesson where it really counts in real life? Am I really stimulating a spirit of independent inquiry so that the student is concerned about learning God's truth at other times than three hours per week? Of course, a teacher has a better

chance of achieving them by adding dimensions to the motivation potential through the use of visuals.

Ilori (2014) also suggested that the first step is for teachers to learn how to use what they have. Many Christian education teachers are equipped with teaching pictures, various graphics or the materials for making graphics, maps and a few objects. But even if teachers have none of these items, they still have people. The use of methods such as role playing or panel discussions puts people in the front of the room and implements their human qualities as visuals for the communication of truth. Many things around the house would be useful for visuals. Look for common items that could illustrate biblical truth.

West (2007) observed that using instructional visuals in teaching widens the channel of communication between the teacher and their students, while Adam (2006) opined that instructional visuals encourage the teacher to present a useful and brilliant presentation when teaching and this enables the teacher to teach important key concepts in the lesson as being observed, visual instructions with their many forms may be used to enhance instruction and improve the performance of students generally.

The use of visual literacy idea and strategies to enhance verbal learning is important (Flattley, 1998; Sinatra, 1986). Because visual literacy precedes verbal literacy in human development, it is the basic literacy in the thought processes that are the foundations for reading and writing. Berger (1972) stressed that seeing comes before words. The child looks and recognises before it can speak. The Dale Cone of Experience Model is based on the concept that learning evolves from the concrete to the abstract, visual symbols are non-verbal representations that precede verbal symbols (Sinatra, 1986). Action activities provide the concrete base for the abstract use of symbols in defining and explaining the action activities. These activities of action progress to activities of observation which then are followed by abstract representations, a process that facilitates reconceptualisation and understanding of

the experience before describing it verbally. Because pictures or illustrations are analogues of experience and are only one step removed from actual events, these visual representations may capture and communicate the concrete experience in various ways (Stokes, 2001).

According to Stokes (2001), the presence of visual elements in today's teaching and learning is increasing as the integration of images and visual presentations with text in textbooks, instructional manuals, classroom presentations, and computer interfaces. Branton (1999) also stated that although the educational community is embracing visual enhancements in instruction, the connection of visual and verbal information is evident throughout history. Similarly, Aristotle stated that without image, thinking is impossible. Characters in alphabets began as pictures with meaning. These symbols portray a man-made language with no distinction between words and pictures, Flattley (1998) emphasised that students with limited domain of knowledge may regard graphics as excess complexities and incomprehensible information of the connections with the concepts are not obvious to them. An additional variation in learners is present in those who may have difficulty with comprehending the spoken or written language, particularly those with language barriers, learning disabilities, and hearing disorders.

Instructional visuals clarify and enhance learning in the process of transmitting knowledge, ideas skills and attitude. Generally, it makes lesson effective and encourage the students to fully participate in the classroom activities. Instructional visual helps to present structural knowledge in a given area with the intention of enhancing comprehension. It allows learners to clarify the concepts of knowledge so that they can develop a holistic understanding of the content to be learnt. Visual is used to clarify complex concepts and it is used to reinforce learning and instruction (Ogunfunmilakin, 2015).

Cronbac (1989), Martorella (1997), Abram (2006) and Owusu (2009) highlighted the following as the effects of instructional visuals:

1. Instructional visuals help students to see how ideas are connected and realised and how information can be grouped and organised.
2. It helps students remember important information in class, thereby enhance their performance.
3. When properly used, they help gain and hold the attention of students. Instructional visuals can be very useful in supporting a topic. Seeing is believing as people generally says, instructors should keep in mind that they often are salesmen of ideas, and many of the best sales techniques that attract the attention of potential clients are well worth considering.
4. Instructional visuals can also help solve certain language barrier problems.
5. Instructional visuals are to clarify the relationships that are presented visual. They are often much easier to understand. For instance, the subsystems within a physical unit are relatively easy to relate to each other through the use of schematics or diagrams, symbols, graphs and pictures can also show relationships of location, size, time, frequency and value. By symbolising the factors involved, it is even possible to visualise abstract relationships.
6. Instructors are frequently asked to teach more and more in a smaller time frame. Instructional visuals can help them do this. For instance, instead of using many words to describe a sound object or function, the instructor can show a picture of an object or presents a diagram for better illustration, consequently, saves time in the process.
7. Different students have different learning styles. According to psychologist David Kolb, the four learning styles are active experimentation, concrete expression, reflective observation and abstract conceptualisation but instructional visual do much better.

8. The use of instructional visuals in a classroom setting improves students' self-efficiency and confidence.
9. Instructional visuals reinforce the key component of verbal messages.
10. It aids the audience comprehension and increase the retention of the learners.
11. It does make abstract ideas visible, concrete and real.
12. With instructional visuals, new concepts are more thoroughly and easily understood when they are linked to prior knowledge.
13. It quickens understanding.
14. It familiarises learners with already known situation. Things can easily be understood when they are linked to prior knowledge.
15. Instructional visuals provide basic instruction for thinking, writing, and discussion, analysis, planning and reporting.

Abimbade (1999) listed the following reasons for using instructional materials:

- To reinforce verbal and visual messages
- To focus attention
- To motivate interest
- To provide source of information and authority
- To save teachers preparation time
- To provide experience not otherwise available
- To elucidate verbal concepts.

Yusuf (2001) in his contribution on the significance of instructional materials in teaching/learning, explained that instructional materials are very important in teaching because they provide opportunities for learners to use as many as possible senses, thus they convey learning experiences to learners in a meaningful and realistic manner. Anderson (1976) and Agin (1998) claimed that instructional materials can be used to make instruction

more vivid, interesting and intelligible. Ajayi (2001) argued that because instructional materials are carriers of relevant information for learner's understanding of a particular fact, knowledge or concepts, they aid learning in the classroom. He went further to argue that they could be used to facilitate quick perception and understanding and could also be used as evaluating materials in which visuals are displayed and questions are directed to learners to find out how much they have observed and discovered from such an instructional material.

In his treatise on instructional techniques and practice, Waklin (1989) in Edorhe (2010) claimed that instructional materials help to overcome limitation of words only communication by appealing to as many senses as possible. There is no doubt that the arousal of many senses is the hallmark of instructional materials and it does appear that experts in the area of educational technology all agreed that this is the major impact of the use of instructional materials.

The following significance was listed by Waklin (1989) as general utilisation values of instructional materials. Some of the benefits derivable from the use of instructional materials in the classroom are that instructional materials form a fixed point and thus attract attention, they arouse interaction, they present challenges within the limits of the learner's ability, they supplement description and help to explain words, they illustrate relationship, they promote retention and memory, they stimulate imagination, they consolidate what has been learnt and they save teaching time.

Ilori (1992, 2005 and 2014) specifically addressed the utilisation of instructional materials to teaching and learning Christian religious studies and gave the following significance of teaching aids to learners. Such instructional materials arouse interest in students, students gain direct experience, they learn by doing and learn in concrete way rather than learn in abstract, knowledge is more easily acquired, they save time and prevent monotony.

Ilori (2014) further emphasised that the use of instructional resources has been in use from the time of Jesus Christ. He cited Biblical examples to justify this fact. He said that the Lord God used a star to introduce the birth of His Son Jesus to the world. The wise men followed this visual aid to Bethlehem. Jesus Himself always used visual communication in His teaching ministry. He pointed to the lilies of the field Matt. 6:28 and the birds of the air Matt. 6:26 to emphasize the victory of God's provision over man's anxiety. He used a fruitless fig tree to illustrate God's judgment of man for not producing fruit greatness Lk. 9:48 – 49. He used a coin to answer a difficult question on paying taxes to Ceaser. Everyone knows what doors are for and Jesus spoke of Himself as the only door to heaven (John 10:9). Jesus used the simplest things of everyday life, the sower, the net, the lamp, the sheep and the shepherd, the bread and host of others with which His hearers were familiar to lead them to see the great eternal truths he wished them to know.

In the teaching of Christian religious studies, the teacher who desire to present spiritual facts and truth most effectively can do no better than to study the method Jesus used in His teaching, which was always related to the experience and the needs of his hearers. His approach, materials, methods, questions, stories and illustrations varied according to the individual or the group. The teacher of C.R.S. has in Jesus an ideal way to teach what gives the widest scope for improvement (Edorhe, 2010).

Selection and Use of Instructional Visuals in Christian Religious Studies

The importance of visual aids in Religious Studies cannot be underestimated. The application of modern and relevant materials may help to solve some of the identified problems faced in the effective teaching of the subject. It is therefore an age long belief that visual materials are essential for effective and efficient teaching and learning. The one to be used in this study include pictures/photographs and posters.

The presence of visual elements in today's teaching and learning is increasing as the integration of images and visual presentations with text in textbooks. Instructional materials class, classroom presentations and computer interfaces broadens (Stokes, 2014). Although the educational community is embracing visual enhancements in instruction, the connection of visual and verbal information is evident throughout history. According to the poet Simondes, "words are images of things" (as cited in Benson: p. 141). Characters in alphabets began as pictures with meaning (West, 1997 as cited by Stokes, 2001). According to him, these symbols portray a man-made long range language with no distinction between words and pictures, just as musical notes convey the long range language of music.

Only after the printing press was invented were illustrations and type separated with illustrations often following by the wayside. Recent history shows a reversal in this separation with greater reliance on visually oriented approaches to information presentation. The results are leading to a visualiation movement in modern computing whereby complex computations are presented graphically, allowing for deeper insight as well as heightened abilities to communicate data and concepts. Visualisation helps in making sense of data that may have second previously unintelligible. Leonardo da Vinci, in recognising the impossibility of recording volumes of data, translated words into drawings from different respects. As history repeats itself, we may find that a great deal of information is better presented visually rather than verbally (Stokes, 2010).

The importance of modern technologies in relevance studies cannot be under estimated. The application of relevant and modern technologies may help to solve some of the identified problems faced in the effective teaching of the subject. It is therefore an age long belief in Educational Technology that modern technologies are essential for effective and efficient teaching and learning. However, Sofowora (2002) showed that not all media materials that are available are technically suitable for use in teaching. He emphasised the

need for training teachers in the art and craft of design selection production and use of appropriate needs.

Instructional visuals in Christian Religious Studies enhance learning and increase the interest of learners in teaching and learning. It also helps in assimilation and retention because what is seen can be easily retained and remembered by learners. Stokes (2010) defined visual literacy as ability to read, interpret, and understand information presented in pictorial or graphical images. Associated with visual instruction is visual thinking, described as the ability to turn information of all types into pictures, graphics or forms that help communicate the information. Stokes (2014) described visual literacy as an organising force in promoting understanding, retention and recall of so many academic concepts with which students must contend.

The use and interpretation of images is a specific language in the sense that images are used to communicate messages that must be decoded in order to have meaning (Stokes, 2014). If visual literacy is regarded as long range language, then there is a need to know how to communicate using this language, which includes being alert to visual messages and critically reading or viewing images as the language of messages. Instructional visuals are media resources that appeal to human sight, which help to facilitate learning visual instructions or material includes pictures, photographs, objects, models, charts, sketches or cartoons, maps, posters and those things that will be shown to the learners as part of the teaching process. Heinich, Molenda, Russel and Smaaldino (2002) opined that instructional visuals encourage learners to have ability to interpret images as well as to generate images for communication ideas and concepts. Visual instructions aim at promoting learning and improve performance in work settings. It also serves as basis for enhancing the quality of instructions. There are many visual instructions for teaching Christian Religious Studies but

only few of these would be discussed in the course of this research work. They are pictures/photographs and posters.

Classification of Instructional Visual

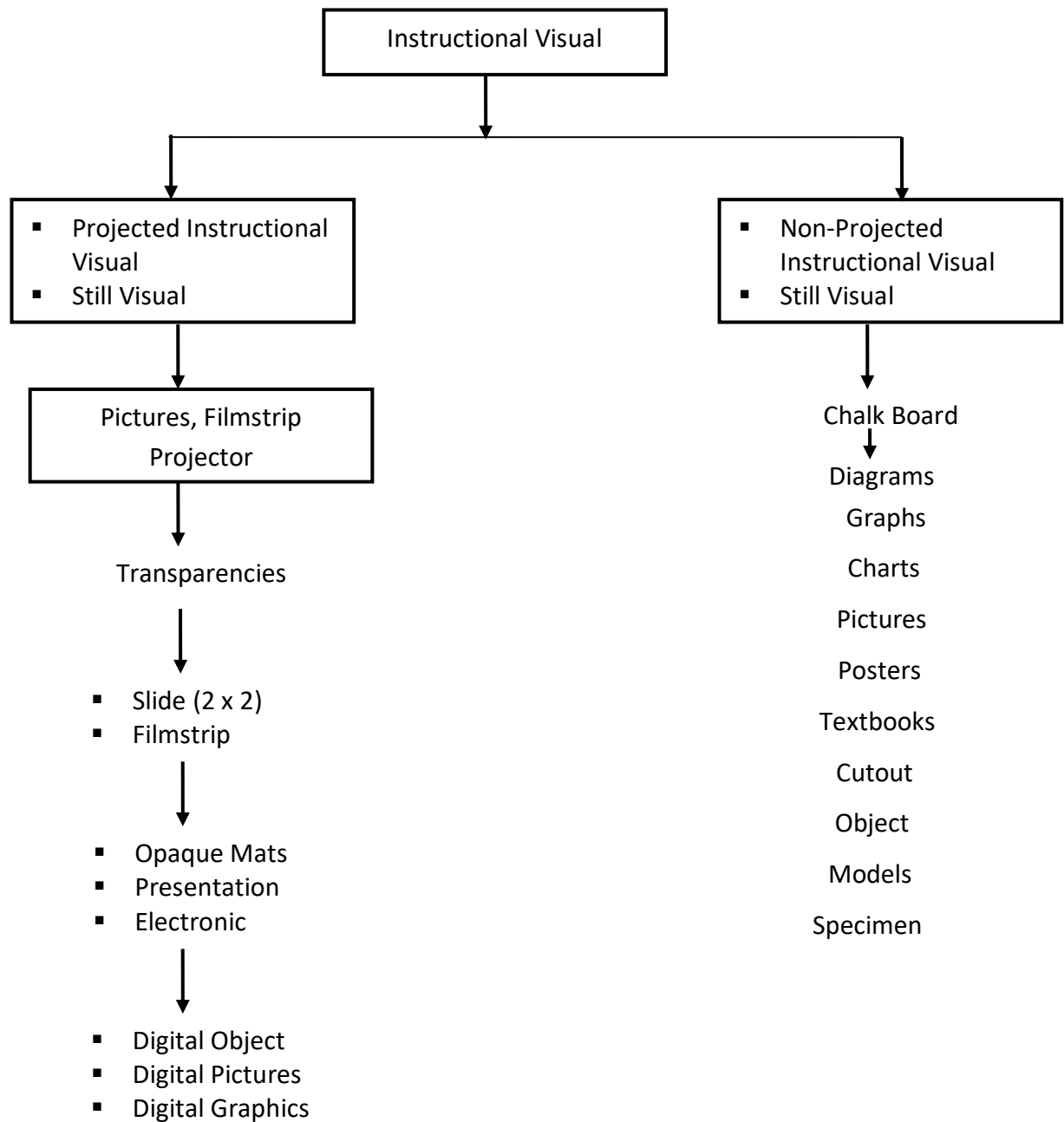


Figure 3: Classification of Instructional Visual

Source: Adekunle (2005).

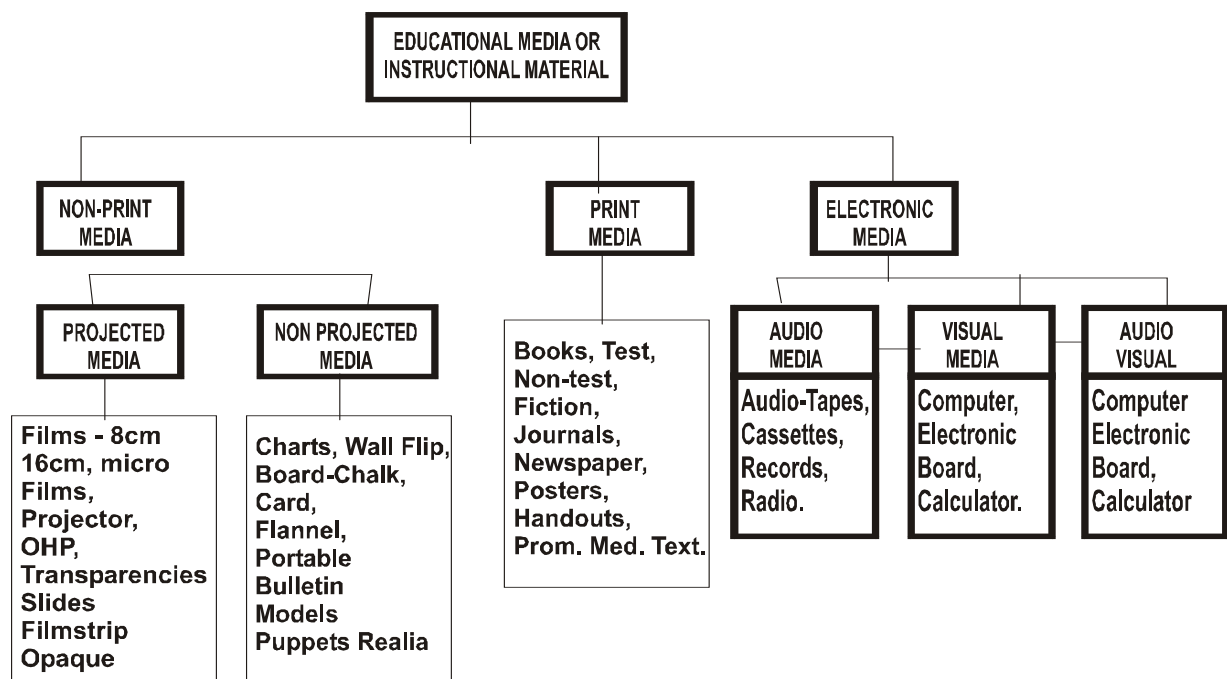


Figure 4: Instructional Media

Source: Olanikawu (2004)

Instructional visuals can be classified into two; they are projected and non-projected visuals. Projected visuals are pictures shown upon a screen by use of a certain type of machines such as film strip projector, shade projector, overhead projector or TV/VCRS. Projected visuals are those aides where a bright light passed through a transparent picture, and by means of a lens, an enlarged picture is thrown or projected on the screen; projected aids mainly falls into three groups. They are opaque projections, transparent still projections and cine projections (Ogunfunmilakin, 2015).

Projector on a screen makes some of the aids already mentioned more available for class and it is a necessary device, for bringing other materials into being. Ilori (2005) also opined that by means of the opaque projector, any pictures or other materials of appropriate size may be projected on a screen so that a whole class may view them at one time illustrations from books and magazines diagrams drawings by students/photographs and small objects may be brought to the screen by this device.

Pictures may also be converted into transparencies and may be projected by means of a slide projector. Slides may be in the form of individual transparencies or a filmstrip, while projected images are but still pictures shown on a screen. The larger picture makes it easily possible for a whole class or an audience to see the same picture at the same time. The teacher can be in a position, in relation to the screen and the class which enables him or her to direct proper interpretation and discussion to the picture being shown. Visual instruction offers a good tool for Christian Religious educators. They are not self reaching or a substitute for skillful work on the part of the teacher. Christian Religious teachers have much to learn and such learning will not come without a hard study and intelligent experimentation.

Ilori (2014) emphasised the importance of the use of visual instruction for teaching. That visual instruction is as old as creation. He said that God uses visual when he teaches. One of the earliest visuals for the teaching of God's truth was in magnificent colour. Noah and his family had stepped out of the ark, made a sacrifice to thanksgiving before the Lord and received a reiteration of the covenant. Then God showed a sign of the covenant by putting the rainbow in the sky. He said to Noah, "This is the sign of the covenant which I am making between me and you and every living creature that is with you, for all successive generation. I set my bow in the cloud and it shall be for a sign of a covenant between me and the earth" (Gen. 9:12-13). From Noah's time to this time, God's truth seems to be communicated most effectively when it can be visualised as well as verbalised by God's messenger – whether a teacher, preacher or parent.

However, the focus of this research work is on instructional visuals such as pictures and posters in teaching Christian Religion studies.

Pictures

Pictures are presentations of a scene, a place, person or an object. It may be in form of painting, photograph, drawing, sketch and textbooks illustrations. Falade (2014) stressed

that pictorial language is the oldest means of written communication. Wileman (1993, p.14) cited in Stokes (2014) explained that associated with visual literacy is visual thinking, described as the ability to turn information of all types into pictures, graphics or forms that help communicate the information. A good picture is equivalent to a good deed.

Curzon (2005) explained that pictures and photographs serve as substitute where teachers are unable to lay hands on real objects. Falade (2004) opined that such pictures bear full resemblance of the real object. Aristotle stated that without image, thinking is impossible (Stokes, 2014) as characters in alphabets begin with pictures meaning. West (1997) further explained that a picture is a record or a copy of a real object or event. It can either be smaller or larger than the actual object or event it represents.

Olowu (2005) opined that pictures appeal to our sense of vision that represents our richest sources of information. Curzon (2005) also opined that pictures should examine individually without haste and learners should also understand why they study the pictures displayed. In using pictures, the instructor should display the pictures in an open place for proper viewing. He further stated that pictures carry more information than ordinary drawings. Pictures are more suitable for both matured and younger learners. Appropriate pictures mounted in frame and occasionally changed never fail to attract intelligent interest.

Pictures are still pictures and motionless and they are often called a universal transmitter. This is because they are easily understood everywhere (Olowu, 2005). In using pictures for illustrations, one does not need to read or speak a certain language, in order to explain the message. However, interpretation may differ individually due to their various experience or exposure on the subject matter if the information is not conveyed. Still visual according to Adekunle (2005) are designed specifically for direct presentation and viewing without using any device or equipment for their display during teaching and lecture presentation. He explained that still visuals media are otherwise self-displaying examples are

graphs, charts, photographs, maps, pictures, posters, diagrams, models and other forms of graphic materials. He also opined that modern materials listed as still visual media have advantages dual presentation formation in the sense that they could be projected using opaque projector. Olowu (2005) classified pictures into two. They are the non-projected still pictures and the projected still pictures which are the most common form of pictures and readily available at all time.

Uses of Pictures

They provide dramatic realism. They help in making ideas clearer, where words alone are not enough to clarify issues pictures come in, as to provide a concrete explanation and make the topic taught detailed. Through pictures, events might be captured and preserved for a detailed study – small objects can be enlarged and large ones can be reduced so that an in-depth study will be made possible. Pictures help to overcome the limit of space and time. An event that happened in the past can be studied.

Usage and applications: the process of teaching is flexible as the teacher can vary its usage depending on the level and age of the pupils involved in the learning process. Pictures arouse the interest of the learner. Research has shown that learners' interests are easily aroused when using pictures than when teachers teach in abstract. The colourful nature of these pictures tends to arouse the curiosity of learners on the subject matter. Hence, the use of pictures in the classroom set up encourages students to be carefully active in teaching and learning process. The availability of the materials which make teaching and learning activities easy has made teachers to recognise its importance (Olowu, 2005).

One of the great modern educators, John Amos Komensky advocated the use of pictures for children as a means of providing necessary visual association with teaching (Adekunle, 2003). According to Ogunlade (2004), pictures can be mounted on planned graph or cardboard in the classroom in making use of pictures for effective communication. She

stressed that the beginning point is to specify objective for using them for effectiveness. In the use of picture, they must be displayed in such a way that those at the back of the class can see and understand the details in them. If the pictures are logically sequenced, there will be continuity of thought and coherence of instruction. But whenever the discussion changes, the teacher should remove the pictures from the view of the students so as to divert the attention of the students.

In using carefully selected pictures based on specific objectives, the teacher should be well organised, highly motivated and committed to the use of pictures in particular. Pictures provide common experience for the entire group. The visual details make it possible to study subjects which would otherwise be impossible. They offer a stimulus to further study, reading and research as pointed out that visual evidence is a powerful tool (Ogunlade, 2004).

Posters

Posters are a pictorial representation of an idea. It is designed to attract the view of an audience. Generally, posters are usually displayed in open space for the purpose of awareness to general public. Posters used for educational purpose are to encourage students to learn better. They are usually designed to arouse, stimulate the interest of the learners in the course of teaching and learning. They are used to learn about places, historic, though whatever might be the case, the general essence of the wage of posters is to use such posters to attract and arouse the interest of the learners (Ogunfunmilakin, 2015).

The use of posters can attract wide range of audience at the same time create an impact on the learners. The use of instructional posters serves as an avenue for learners to retain much information received through the use of visuals. The use of visual posters reduces the stress and error of teachers, at the same time it encourages the students to learn more and better and it encourages maximum learning (Ilori, 2014). Posters usage speak a lot for the students, it encourages curiosity and motivate learners. He further submitted that the

use of posters in teaching and learning aids maximum educational impact and stressed that the use of posters in classroom setting influences students' attitudes and behaviours. The use of posters in the classroom usually adds values to teaching and learning situations.

The utilisation of posters in the cause of teaching and learning usually changes the mind setting of the students as they will be physically and mentally alert in the class thereby increase their level of concentration. Ogunfunmilakin (2015) opined that posters utilisation ameliorates the level of confidence and also improves the level of assimilation of learners. The selection and use of posters in the classroom setting enhances the visual interest of the students, thereby stimulate the students to learn better. Posters are utilised to communicate and stimulate instructions among the learners or audience. Ilori (2014) opined that posters as an instructional visual is used to deliver message and to foster interest of the students. It is also used to create awareness for the students and increase their interest.

Posters in the classroom environment are usually designed to supplement and compliment teacher's efforts as the colour of the posters will attract and motivate learners. Posters are used to foster interest of the students, it is used to create awareness for the students and generally posters are used to motivate and arouse interest of the audience (Balogun, 1995).

The Use of Posters in Education

- It is an effective way to catch and hold the attention of learners as well as maintain their interest in the subject.
- Posters motivate students to learn a specific topic.
- They help learners to focus on certain ideas, facts, events or processes.
- They are convenient both for learners and teachers as they help students to absorb the material faster.

- Images are more ‘evaluative’ than words and can lay the foundation of a variety of associations.
- 65% of people worldwide find learning most effective when it is transmitted visually and a poster is one of the best ways to do that.
- By having a poster in the classroom, teacher can induce the students to constant learning, even if they just look around the classroom. A poster inspires and motivates a pupil to learn more.

Educational learning and instructional materials may be visual, audio and audio-visual which are learning resources that carry messages. By design, they are referred to as instructional materials e.g. printed media: journal books, newspapers, etc. Non-printed media: which may be projected such as overhead, slides, film strip, projectors, etc; and non printed media: like charts, flannel board, models, puppets etc, and the electronic media: audio tapes, television, computers, radio, etc. Instructional materials in teaching and learning processes are to make teaching more effective and to facilitate learning. However, learning and instructional materials do not implement the whole job because it cannot replace the teacher in the classroom. It is controlled and administered by the teacher and it will work if it is well selected and used accordingly. Teacher should select and use materials which will enable the learners to master the objective (Olanikawu, 2004).

According to Olanikawu (2004), in choosing learning and instructional visuals, one should be guided by the following:

- (1) Relevance to the lesson and related to the lesson they are designated to illustrate.
- (2) There should be simplicity in presenting details.
- (3) It should be appropriate to the characteristics to the learners, e.g. cultural background, age, ability and developmental level of the learner.

- (4) Clarity in illustration.
- (5) The materials should be durable to withstand use for a long time.
- (6) Teachers capability i.e. teachers should make sure that they select materials that they have prerequisite knowledge and skills to operate and manipulate. Most of the secondary school teachers cannot operate some of the equipment and this has been the problem with the implementation of educational technology.

Instruction is a human undertaking whose purpose is to help people learn. It is a set of events, which effect learners in such a way that learning is facilitated, while learning may happen without any instruction. The effects of instruction on learning are often beneficial and usually easy to observe. When the attributes of various media are matched to the needs of the learning task, the characteristics of learners, and learning context considerations, we find that some media are better than others for particular situation. Past research on media has shown quite clearly that no media enhances learning more than any other medium regardless of learning task, learner traits, symbolic elements, curriculum content or setting. In media selection, according to Olanikawu (2004), the following can serve as guidelines:

- (1) The media to be selected should help the instruction achieve already stated objective. At all times there should be congruency among the objective, the method and the media.
- (2) The characteristics of the media should be known and adequate consideration given to whether the resources for the media are flexible, easy to manipulate, store, repair and maintain.
- (3) The instruction should ensure that the media to be selected would be appropriate to the age, level, interest, learning styles and background of the learners.

- (4) The media to be selected must always be available. Availability here includes locating the media and their prices.
- (5) The school environment determines to a great extent what media to be selected. If there is no electricity, it is no use thinking of any projected aid.
- (6) The teacher/instructor should ensure that he/she could manipulate the media with ease. In addition, the teacher should have skills to manipulate it when problem arises during utilization in the class.

In the selection and use of visual materials (Ilori, 2014) opined that teachers should not use instructional materials indiscriminately. He or she should evaluate or possess such materials properly to ensure that they possess basic qualities or characteristics of good instructional materials. Such qualities should include clarity, legibility, simplicity and economy. He further submitted on things that must be taken into consideration when designing visuals for instruction as a conscious effort to minimise ambiguity that may lead to multiple interpretations.

Ilori (2014) came out with the following design principles and made the following suggestions for the preparation and use of visual materials.

1. Clarity: The message of the visual must be clear while the purpose must be designed to present information in as clear a way as possible.
2. Simplicity: Visuals that combine many elements often lead to confusion. The visual must therefore be restricted to one basic idea or problem. A complex visual makes learning difficult as the learner has to put in more than necessary effort to be able to decode the information.
3. Emphasis: The various elements in the visual must emphasize the important ideas. Enough emphasis must be given to various elements to enable learners to see and understand their purposes.

4. Harmony: The various elements of the visual must fit together in a harmonious manner. There should be no element of contradiction.
5. Organisation: The elements of the visual must be arranged in such a way that it enhances recognition. If other sequence is involved, arrangement must ensure that the pattern is recognised and followed.
6. Legibility: The letters must be legible for easy reading. It should be noted that it is not the artistic sophistication of letters that enhances learning but their legibility or the relative ease with which they can be recognized and read. A very fanciful design can actually confuse. Legibility enhances comprehension and learning. Legibility is affected by:
 - (i) letter size:
 - (ii) Style: bold, simple art work and lettering. Eliminate unneeded details to avoid confusion.
 - (iii) Balance: There should be proportion and harmony of design. Visuals that lack balance often annoy viewers and cause disorientation. These will disrupt perception or the perception process of learners.
 - (iv) Unity: all the elements of the visual must be arranged so that cooperation is achieved in order to clarify the concept to lead the viewer to the basic idea (Ilori, 2014:328-239).

Effect of Instructional Visuals on Academic Performance of Students

Kosoko-Oyedeko (2013) in her findings the effect of instructional games on public primary school pupils learning outcomes in Christian Religious Studies in Lagos State, Nigeria, revealed that there is a significant difference in the Christian Religious Studies achievement of pupils exposed to card and board game, computer game and those in the control group. Ogunfunmilakin (2015) studied effects of instructional visual utilisation on

students' performance in Junior Secondary School Social Studies in Ondo State, Nigeria and found that students perform better with the use of instructional visuals.

Ajileye (1992) reported that printed text does not have significant effect on secondary school students reading comprehension achievement and suggested that teachers of English language at that level of Nigerian education should as a matter of necessity find visually oriented instructional tools to enhance learners' reading achievements. This idea can be applicable to the teaching of CRS in Nigerian secondary schools since sight catching materials for teaching motivates learners. Ofili (2012) researched on audio-visual and how it would enhance learners' cognitive skills. The finding revealed that audio visual as an instructional tool did not have any gender effect on the learners. Ikuuka (2010) researched on audio and video packages for teaching oral English. The findings revealed that students taught with video performed better than those that are taught with audio-tape instructional packages.

Tayo and Oluniyi (2012) worked on effects of captioned video instruction on Nigeria hearing-impaired pupils' performance in English language and found that the caption video group performed better than the control group. Kleinman and Dwyer (1999) examined the effects of specific visual skills in facilitating learning. Their findings indicated that the use of colour graphics in instructional modules as opposed to black and white graphics promotes achievement. Heinich (1999) affirmed that most learners prefer colour visuals to black and white visuals. The study indicated that young learners prefer simple visuals and older students prefer complex visuals, yet simpler visuals are usually more effective regardless of the age group. In his final submission, he believed that students do not learn best from the kinds of pictures they prefer to view.

Influence of Gender on Students' Academic Performance in Christian Religious Studies

Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between muscularity and femininity (Haig, 2004). Depending on the context, the term may refer to biological sex (i.e. the state of being male, female or inter sex). Gender issues are currently the main focus of discussion and research all over the world, Nigeria inclusive. Gender identity is a silent issue which has been generating a lot of interest and controversy for so long. It is that boys and girls show measurably different ability traits. The question of gender is a matter of grave concern especially among academics and policy formulators. Intellectuals are worried about the role of male and female in the psychological, political, social, economic, religious, scientific and technological development of nations (Igbudu, 2015). Meanwhile, concerns about academic achievement with respect to males and females have generated a considerable interest in the field of educational testing over the years. Differences in academic achievement of the two genders are likely to contribute disparities in the allocation of cognitive roles in the world of work.

Numerous studies on gender differences in cognitive performance can be found. Colon and Iynn (2004) asserted that males have larger average brain sizes than females and therefore, would be expected to have higher average IQs. Mackintosh (1998) on the other hand, claimed that there is no sex differences in general indulgence. Mackintosh proposed that general indulgence should be defined as reasoning ability and that the best measure of this is the progressive matrices. Examining two tests administered by the Israel Defense forces which qualify as IQ test – one of them is an adaptation of progressive matrices. Flynn (1998) found no sex differences.

Investigating academic performance at pre-collegiate, Leo (1980) found female students to obtain higher Cumulative Grade Points Average (CGPAI) compared to males. Willberg and Lynn (1999) aimed at a similar conclusion for History classes versus History

test. The authors explained that female tend to work more conscientiously and have a stronger work ethic than males. They also tend to have better language abilities including essay writing skills, vocabulary and word fluency which contribute to better course work.

In Nigeria, studies by Obaade (2010) revealed that education of girls is far behind that of boys despite the aspiration for further education expressed by girls. According to this investigation, there is the traditional view that education of women is not thought to be essential. More boys than girls he said, were enrolled in schools both at the post primary and tertiary levels. However, Anaso and Anaso (2000) opined that the so-called weaker sex is fast becoming a force to be reckoned with because, women they claimed, are fast proving that whatever a man can do, a woman can also do better since both sexes are involved in academics. Both men and women have their own self-concept.

Research on the differences in gender in mathematics achievement test has been widely discussed in recent times. Most studies confirm that boys do better in mathematics than their female counterparts. Anastasia (1980) opined that boys have stronger numerical aptitude and analytical aptitude than their female counterparts. To confirm that, Osafehinti (1980) established that gender is a significant factor in schools mathematics achievement. However, Mackintosh (1998) found no significant difference between male and female in school mathematics achievement, while Onabanjo (2000) on the other hand found that boys perform significantly better than girls in mathematics.

It is important to point out that achievement within genders and those due to racial/ethnic background and socio-economic status are much greater than differences between genders. Hyde (2005) examined the effect sizes of 46 meta analyses of gender differences in cognitive abilities, verbal or non verbal communication, social or personality characteristics, psychological well-being, motor behaviours and other constructions, such as moral reasoning, seventy-eight percent of the effect sizes were in the close-to-zero range or

small range. Results for cognitive abilities were mixed with strong evidence for differences only in the area of spatial abilities. With respect to language and literacy, Feingold (1988) found moderate differences favouring girls in spelling and language, while Hyde (2005) reported effect sizes close to zero in studies on reading comprehension and vocabulary.

Young and Fisler (2000) examining SAT-M scores of high school seniors found males to score better than female. However, they noted that males generally come from households where the parent's socio economic status as measured by examinee reported educational level and income, is higher. In contrast, female test takers are more diverse and include more low-income students than the boys group. Others have argued that the content of the test or of its administration favours males Igbudu (2015). Yet other researchers have explained the gap by adhering to such factors as differences in course taking behaviour, classroom experience, and processing (Young & Fisler, 2000).

However, the studies conducted outside the United States present differing outcomes, Young and Fisler (2000) and Igbudu (2015) focused on the gender gap in English secondary schools. Their analysis is based on the performance of boys and girls in GSCE examinations in the United Kingdom, and girls are found to get better grades than boys. This phenomenon is explained by boys disregard for authority, academic work and formal achievement, differences in students' attitudes to work and their goals and aspirations and girls increased in maturity and more effective learning strategies. In higher education, women are often found to outperform men. Hyde and King (2002) stated that this to be the case irrespective of the measure of success used. Betts and Morell (1999) reported that gender remains a significant prediction of CGPA after controlling for various individual attributes such as ethnic background, SAT scores and the high school attended.

Batista (1998) agreed that there are differences in gender roles which are important part of our lives. These roles are defined in terms of behaviour, personality, characteristics

and attitude that cultures find appropriate for each sex. Olowu (2000) also believed that Gender roles therefore have the potentials of affecting behaviour and attitude of learners in some cases. A gender difference in academic performance of students is a salient issue, which has been generating a lot of controversy among scholars. Some scholars believe that there is no much difference in the academic performance. Some classified these issues to environmental factors, biological factors and some variables.

Ogunfunmilakin (2013) asserted that there is no empirical or theoretical reasons to associate sex with general scholastic ability, any relationship found between academic achievement and sex must be linked to aspects of stratification process. Society tends to endorse the notion that there is difference in the academic performances of female and male students. Such attitudes may foster expectations about what a particular male or female can or cannot do. Are there differences in males and females cognitive abilities? It is certain that boys and girls show measurably different ability traits? Gender refers to the sum of characteristics, structures and functions (either psychological, sociological or behaviour) by which humans can be classified into groups of male, female, or mixed (hermaphrodite) (Reber & Reber, 2011).

Academic achievement is the outcome of education, that is, the extent which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect is most important knowledge such as facts (Annie, Ward & Stoker, 1996). Individual differences in intelligence and personality students with higher mental ability as demonstrated by IQ test and those who are higher in conscientiousness tend to achieve highly in academic setting (Annie Ward and Stoker, 1996) as cited by (Igbudu, 2015).

It is obvious that certain gender perform better than the other in certain academic areas and this would assist personnel to better approximate and predict students' capabilities and performance and better understand certain gender failures in some areas of academics. This would allow for proper guidance and appreciation of students or learners in academics or occupational settings. Schueller (2000), Watt (2000) agreed that significant differences were noted in favour of boys than girls when levels of cognitive task were measured. Gender difference showed that females have enhanced performance on verbal task, while males dominate in spatial task. This revealed that female have the favour in intensive communication skill programming than boys (Malloby & Jacklin, 1979). Research equally revealed that males can stretch their brain in calculation than their female counterpart, while study also shows that females are more extravagance and this can also aid them in communication (Gambell & Hunter, 2000).

There is no doubt that Christian Religious studies as a subject is a means of developing the learners' moral values, skills of citizenship education which will also bring about changes in the spiritual, intellectual, behavioural, and moral behaviour of the learners. The extent of the gender performance will also depend on the teacher's ability as the facilitator of knowledge, the materials and the method he or she adopts to put across the teaching.

Theoretical Framework

The theoretical framework of this study is embedded in the ASSURE Model Theory. Most teachers understand that integrating technology into the curriculum is the best way to make a positive difference in education. The ASSURE Model was developed by Heinich, Molenda, Russel, Smaldino (1999) and is an instructional model for planning a lesson and the technology that will enhance it. The ASSURE Model contains six steps and the letters are ASSURE that formed an acronym.

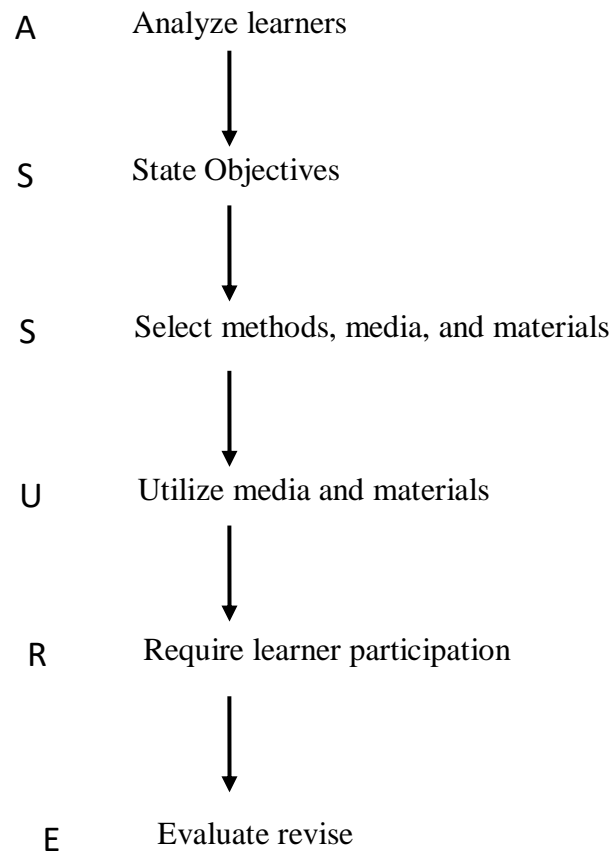


Figure 3: Assure Model on Instructional Media

The ASSURE Model is essential for designing courses making use of different types of media. The model assumes that lecture textbooks alone are not enough for teaching and learning. It also allows for the possibility of incorporating out-of-class resources and technology into the course materials.

The ASSURE Model emphasises teaching to students with different learning styles and Constructive learning, where students are required to interact with their environment and not passively receive information.

Table 4: ASSURE Model

A	Analyze Learners	<ul style="list-style-type: none"> ▪ General character ▪ Specific entry competencies ▪ Learning style
S	State Objectives	<ul style="list-style-type: none"> ▪ Learning outcomes ▪ Conditions of performance ▪ Degree of acceptable performance
S	Select Method Materials	<ul style="list-style-type: none"> ▪ Select available materials ▪ Modify existing materials ▪ Design new materials
U	Utilize Media and Materials	<ul style="list-style-type: none"> ▪ Preview the materials ▪ Prepare the materials and environs ▪ Provide the teaching experience
R	Require learner participation	<ul style="list-style-type: none"> ▪ In-class and follow-up activities so learners can process the information
E	Evaluate and Revise	<ul style="list-style-type: none"> ▪ Before, during and after instruction\ ▪ Access learners media methods

Source: Instructional Media and Technologies for Learning by Heinich, Molenda, Russel (Smaldino, 1999 and 2002) http://ed206.net/assure_model.intml.

Appraisal of the Literature Reviewed

Instructional visuals make learning more effective, interesting and give concrete basis for conceptual thinking and make learning meaningful as they make learning more permanent and arouse the students' interest. Visuals provide new life experience that stimulates self activities on the part of the learners and their uses make learning to be permanent and assist students to understand, assimilate, retain, relate and boost their general performance (Ilori, 2014). If the aim of education is to prepare students for future challenges than there is need to use instructional visuals to supplement, clarify and enhance learning and to constantly engage them in some activities that encourage and support learning because Christian Religious Studies are concerned about moral and religious phenomenon that cannot be easily expressed without the support of visuals like pictures, photographs, posters, graphs, diagrams models, etc.

It is evident from the literature reviewed that currently, not much empirical research has been carried out to determine the effects of pictures and posters on senior secondary students' Performance in Christian Religious Studies in Niger State, Nigeria. This study

attempts to fill this gap. For instance, Kosoko-Oyedeko (2013) in her findings on effects of instructional games on public primary school pupils learning outcomes in Christian Religious Studies in Lagos State, Nigeria revealed that there is a significance difference in Christian Religious Studies achievement of pupils exposed to card and board games, computer games and those in the control group.

Ogunfunmilakin (2015) studied effects of Instructional Visuals utilisation on students' performance in Junior Secondary School Social Studies in Ondo State, Nigeria. From the study it was concluded that students perform better with the use of instructional visuals. Fakomogbon (2000) wrote on selection of appropriate media and equipment for Instruction. He observed that teachers are required to update their knowledge and experience in their area of specialisation and to be able to understand their learners' demand. And those teachers should see software and hardware instructional media as supplementary to teachers' effort and not to take teacher's position. Edohe (2010) worked on Availability and use of Instructional Resources for teaching Christian Religious Studies in Senior Secondary School in Niger State. She recommended the need for making Instructional materials available in schools and making effective use of such materials by teachers. Ajelabi (1998), Fajola (1999) and Uduosoro (2000) carried out studies on the efficacy of Computer Assisted Instructional (CAI) and programmed Instruction (PI) on students' academic achievement in Secondary School Social Studies, Biology and Mathematics respectively. They found out that CAI group performed significantly better than those of PI and conventional method group.

Tayo and Olaniyi (2012) worked on Impact of Captioned Video Instruction on Nigeria hearing-impaired pupils' performance in English language and found that though the captioned video group performed better than the control group, the difference was not statistically significant. Ofili (2012) researched on audio visual for the enhancement of

cognitive learning skills: implication for the challenges in science education. The findings revealed that the use of Audio Visuals as an instructional tool do not have any gender effect and does not affect learners' academic achievement in physics.

The review on trends of academic performance of Christian Religious Studies students shows that the students' interest is declining yearly by their enrolment in WAEC, lack of qualified teachers teaching Christian Religious Studies, lack of interest by both parents and students and lack of instructional materials in teaching and learning CRS. From the literature reviewed it is clear that, little effort has been made in the area of Christian Religious Studies. Various studies have been encountered by the researcher but no specific work has been carried out on the effects of pictures and posters on senior secondary students' performance in Christian Religious Studies especially in Niger State, Nigeria. This is different from the previous studies and it is the gap this study intends to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the method that was used in the conduct of this study is discussed under the following sub-headings:

- a. Research Design
- b. Population, Sample and Sampling Techniques
- c. Instrumentation
- d. Procedure for Data Collection
- e. Data Analysis Techniques

Research Design

This research is a quasi-experimental study. Daramola (2006) opined that quasi-experimental research was characterised by rigorous management of experimental variables and hypotheses testing. This study adopted the pre-test, post-test, control group, quasi-experimental design. The hypotheses in this study were tested using a 4 x 2 factorial model with all factors fixed. The factorial levels were at 4 levels (pictures, posters, the combination of pictures and posters, and the use of conventional method and gender occurring at 2 levels (male and female). The design was selected because of its separate determination of main effect as well as the interaction effects of both the independent and moderating variables on students' performance in selected Christian Religious Studies topics. The design of this research is shown in table 5:

Table 5: Pre-Test-Post Test Factorial Design

S/N	GROUP	Variables	PRE-TEST	TREATMENT	POST-TEST
1.	Experimental Group I	Pictures Illustration	01	X1	02
2.	Experimental Group II	Posters Illustration	01	X1	02
3.	Experimental Group III	Combination of Pictures and Posters Illustrations	01	X1	02
4.	Control Group	Conventional Method	01	X0	02

Key: 01 represents pre-test

02 represents post-test

X1 represents treatment group

X0 represents non-treatment group

Table 5 shows three experimental groups and a control group. All the four groups would be pre-tested using Christian Religious Studies Performance Test (CRSPT) prepared by the researcher. The three experimental groups were taught some topics in Christian Religious Studies which were selected from senior secondary school CRS curriculum.

Experimental group I was exposed to the use of pictures as a visual strategy. The experimental group II was exposed to the use of posters. Experimental group III was exposed to a combination of pictures and posters, while the control group was exposed to conventional teaching method. After the treatment, all the four groups were administered with post-test with the questions drawn from topics covered.

Population, Sample and Sample Techniques

All the secondary school students in Niger State constituted the study population. The target population for the study was all SS II Christian Religious Studies students in Niger State. The choice of SS II students was based on the fact that the SS III students are preparing

for mock and WAEC exams hence the choice of SS II. More so, the SS II students have already covered SS I Christian Religious Studies syllabus. However, four schools were selected from the three senatorial districts of Niger State. The criteria for the selected schools are as follows:

- (i) They were government owned public secondary schools.
- (ii) They were mixed schools with not less than two Christian Religious Studies teachers in each school.
- (iii) Their years of establishment were within the same range of 10 years and above.
- (iv) Infrastructural facilities were in similar proportion.

Four research assistants were employed in this research work:

- (i) They were NCE or B.Ed. in Christian Religious Studies.
- (ii) They had experience in teaching Christian Religious Studies, i.e. 5 years and above and must have been using the same curriculum.

At least, a sample of one secondary school each in Niger East, Niger North and Niger South constituted the treatment group while the control group was selected from one school from the three senatorial districts in Niger State. However, 50 Christian Religious Studies Students were used in each of the four selected secondary school making a total of 200 students in this study.

Instrumentation

The researcher used the following instruments to gather information from the sample.

- (1) Christian Religious Studies Performance Test (CRSPT).
- (2) Teaching instruments for the four groups: pictures, posters, a combination of pictures and posters for the three experimental group and the conventional instructional package for the control group.

- (3) Scheme of work and lesson note prepared by the researcher for each of the groups under investigation.
- (4) Marking guide for pre-test and post-test.

Christian Religious Studies Performance Test (CRSPT)

The CRSPT is a fifty item multiple choice test with four options A – D constructed by the researcher to measure the students’ cognitive performance in Christian Religious Studies. The test items were adapted from WAEC and NECO past question papers in Christian Religious Studies. The items were constructed to reflect topics that were treated. Christian Religious Studies performance tests were constructed with reference to the objective of the lesson which instruction was based. Two marks were awarded to every correctly answered item in CRSPT. The highest obtainable mark was 100 while the lowest score was 0. CRSPT was administered as pre-test and post-test for the three (3) experimental group and the control groups.

Teaching Instrument

The study used the teaching instruments that are suitable for each group. The study also made use of the Christian Religious Studies teachers in the selected schools. The teachers were guided to conform to the required skills needed to teach according to specifications in each group. The main features are general information, which consists of the subject topic, objective, content, presentation, evaluation and conclusion.

The conventional group teachers were not be given any package for the lesson but were provided with lesson notes to teach conventionally. The teacher introduced the lesson with the Bible (RSV) and some textbooks, explained concepts, gave notes to students and evaluated them by asking questions. The instructional guide was given to experts in Christian Religious Studies and researcher supervisor for ascertaining the suitability of contents, language of instruction and workability of steps proposed for all the groups.

To ensure the face and content validity of the instruments used for this study, assistance of experts in test construction, Christian Religious Studies lectures and Christian Religious Studies qualified teachers in the secondary schools were sought. The Christian Religious Studies performance test (CRSPT) and scoring level test in Christian Religious Studies (SLTCRS) was given to experts to ascertain their content and face validity.

The reliability of the test items measuring (CRSPT) was obtained by administering the test on an intact class in a non participating school using test retest method within a time interval of four weeks. Pearson Product Moment Correlation statistics was used to obtain the reliability of the instrument of 0.67.

Procedure for Data Collection

The study covered a period of eight (8) weeks. During the first week, the researcher selected four Christian Religious Studies senior secondary school teachers who served as research assistants. These teachers were trained by the researcher and were also equipped with the necessary instructional techniques for the treatment groups. The teacher handling the control group used the conventional method to teach. These trained teachers were assigned to four (4) schools selected for the study. The teachers selected were Christian Religious Studies qualified permanent teachers of the selected schools.

The second week, CRSPT was administered on the subject as pre-tests at the first period. Treatment commenced and lasted for five (5) weeks. The last week was used for post-test. The arrangement is summarised below:

1st Week: Researcher was introduced to the principal and Christian Religious Studies staff of the various schools involved in the study, while the research assistants were trained.

2nd Week: Administration of CRSPT as pre-test

3rd –7th Week: Treatment

8th Week: Post-test administration

Pre-Test: This comprised 50 multiple choice questions with option A – D. The questions selected from WAEC and NECO past questions were selected from SS I and part of SS II topics.

Post Test: The 50 multiple choice questions with option A – D were drawn from the topics treated in the quasi experimental study. Test items selected from WAEC and NECO, which covered all the treated topics by both the experimented and controlled groups.

Lesson Plan: This was designed for all the groups, with the use of pictures, posters, combination of pictures and posters and conventional method for the control group.

Data Analysis Techniques

The data collected were analysed using the percentage and Analysis of Covariance (ANCOVA) to test the research formulated question and hypotheses using pre-test as covariates. The Demographic data of the respondents were described using the percentage. Research question one was answered using mean and standard deviation. The ANCOVA was used to test all the hypotheses formulated for this study in order to control any initial differences in the dependent variables and other extraneous factors that may confront the treatment effects at 0.05 alpha level.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the analysis and interpretation of the data collected for this study. The data gathered from both the experimental and the control groups were analysed using percentage to present the demographic data of the respondents. Mean and standard deviation were used to answer the research question one while the other research questions were hypothesised and tested with the use of Analysis of Covariance (ANCOVA). This chapter ends with a summary of the major findings.

Table 6: Demographic Information of the Groups Based on Gender

Groups	Gender	Frequency (%)	Sub-Total (%)
Experimental I (Pictures)	Male	21 (10.5%)	50(25%)
	Female	29 (14.5%)	
Experimental II (Posters)	Male	23 (11.5%)	50(25%)
	Female	27 (13.5%)	
Experimental III (Combination of Pictures and Posters)	Male	23 (11.5%)	50(25%)
	Female	27 (13.5%)	
Control (Conventional Method)	Male	29 (14.5%)	25(25%)
	Female	21 (10.5%)	
Total			200(100%)

Table 6 shows the demographic information of the groups (experimental I, II, III and control group). Out of 200 (100%) students that were sampled for this study, 50(25%) of the respondents were in the experimental group I (students taught with Pictures), out of which 21 (10.5%) were male and 29(14.5%) were female. Also, 50(25%) of the respondents were in the experimental group II (students taught with Posters) from which 23(11.5%) were male and 27(13.5%) were female. In addition, 50(25%) of the respondents were in experimental group III (students taught with the combination of Pictures and Posters), out which 23(11.5%) were male, while 27(13.5%) were female. Whereas, 50(25%) of the respondents constituted the control group (conventional method) out of which 29(14.5%) were male and 21(10.5) were female.

Answering of Research Question

Research Question: *What is the general performance of students in Christian Religious Studies before and after the treatment?*

Table 7: Descriptive Statistics of Students' Performance in Christian Religious Studies before and after the Treatment

Groups		Mean	S.D.	Min	Max	Remark
Experimental I (Pictures)	Pre-test	39.08	13.53	12.00	48.00	Low
	Post-test	55.60	9.07	36.00	68.00	High
Experimental II (Posters)	Pre-test	42.96	9.77	20.00	56.00	Low
	Post-test	61.56	10.27	44.00	82.00	High
Experimental III (Combination of pictures and poster)	Pre-test	41.48	11.53	14.00	60.00	Fair
	Post-test	76.48	8.35	60.00	94.00	High
Control (Conventional Method)	Pre-test	38.52	7.83	14.00	54.00	Low
	Post-test	53.20	6.41	24.00	64.00	Fair

As revealed in Table 7, the performance of students (experimental and control groups) in the post-test was higher than their performance in the pre-test. This implies that the performance of students (experimental and control groups) before the treatment was low. However, after the treatment, the mean score of the students taught with Pictures was (55.60). Those taught with Posters have the mean score (61.56), while students exposed to a combination of both Pictures and Posters have the mean score (76.48). Those students taught using Conventional method have the mean score (53.20) which was relatively fair compared with the experimental groups.

Hypotheses Testing

Hypothesis One: *There will be no significant difference in the academic performance of Christian Religious Studies students taught with pictures and those taught with conventional method.*

Table 8: Analysis of Covariance Showing the Difference in the Academic Performance of Christian Religious Studies Students Taught with Pictures and those Taught with Conventional Method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	462.230 ^a	2	231.115	3.913	.023
Intercept	13747.367	1	13747.367	232.731	.000
Pre-test (Pictures)	318.230	1	318.230	5.387	.022
Treatment	293.454	1	293.454	4.968	.028
Error	5729.770	97	59.070		
Total	302128.000	100			
Corrected Total	6192.000	99			
a. R Squared = .075 (Adjusted R Squared = .056)					

**Significant at $p < 0.05$*

Result in Table 8 reveals that the F-value of 4.968 is obtained with a p-value of 0.028 computed at 0.05 level of significance. Since p-value (0.028) is less than level of significance (0.05), the null hypothesis one is not accepted. It means there is a significant difference in the academic performance of Christian Religious Studies students taught with pictures and those taught with conventional method ($F_{(1, 97)} = 4.968$, $p < 0.05$).

The result of the Multiple Comparison Analysis as shown in Table 9 indicates where the difference lies (i.e. the effect of pictures on students in Christian Religious Studies)

Table 9: Pairwise Comparisons Analysis Showing the Effect of the Treatment (Pictures) on Students' in Christian Religious Studies

Treatment	Mean	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Experimental (I)	56.21 ^a	3.62*	1.65	.028	.39	6.85
Control (J)	52.58 ^a	-3.62*	1.65	.028	-6.85	-.39
Grand Mean = 31.82						

* the mean difference is significant at 0.05 level

b. Adjustment for Multiple Comparisons: Bonferroni

As shown in Table 9, students in the experimental group 1 that were taught Christian Religious Studies with Pictures had higher mean score of 56.21 than those in the control group that were taught Christian Religious Studies using conventional method with the mean

score 52.58. This implies that students taught with Pictures performed better than those taught using conventional method.

Hypothesis Two: *There will be no significant difference in the academic performance of Christian Religious Studies students expose to posters and those taught with conventional method.*

Table 10: Analysis of Covariance Showing the Difference in the Academic Performance of Christian Religious Studies Students Taught with Posters and those Taught with Conventional Method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1770.835 ^a	2	885.418	11.991	.000
Intercept	13452.267	1	13452.267	182.175	.000
Pre-test	23.595	1	23.595	.320	.573
Treatment	1546.787	1	1546.787	20.947	.000
Error	7162.725	97	73.843		
Total	338180.000	100			
Corrected Total	8933.560	99			

a. R Squared = .198 (Adjusted R Squared = .182)

**Significant at $p < 0.05$*

Result in Table 10 shows that the F-value of 20.947 is obtained with a p-value of .000 computed at 0.05 level of significance. Since p-value (.000) is less than level of significance (0.05), the null hypothesis one is not accepted. It means there is a significant difference in the academic performance of Christian Religious Studies students taught with posters and those taught with conventional method ($F_{(1, 97)} = 20.947, p < 0.05$).

The result of the Multiple Comparison Analysis as shown in Table 11 indicates where the difference lies (i.e. the effect of Posters on students in Christian Religious Studies).

Table 11: Pairwise Comparisons Analysis Showing the Effect of the Treatment (Posters) on Students' in Christian Religious Studies

Treatment	Mean	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Experimental (I)	61.44 ^a	8.11*	1.77	.000	4.59	11.63
Control (J)	53.32 ^a	-8.11*	1.77	.000	-11.63	-4.59

Grand Mean = 40.44

* the mean difference is significant at 0.05 level

b. Adjustment for Multiple Comparisons: Bonferroni

As shown in Table 11, students in the experimental group II that were taught Christian Religious Studies with Posters had higher mean score of 61.44 than those in the control group that were taught Christian Religious Studies using conventional method with the mean score 53.32. This implies that students taught with Posters performed better than those taught using conventional method.

Hypothesis Three: *There will be no significant difference in the academic performance of Christian Religious Studies students expose to a combination of pictures and posters and those exposed to conventional teaching method.*

Table 12: Analysis of Covariance Showing the Difference in the Academic Performance of Christian Religious Studies Students Taught with a Combination of Pictures Posters and those Taught with Conventional Method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	13920.533 ^a	2	6960.266	133.510	.000
Intercept	18216.209	1	18216.209	349.418	.000
Pre-test	371.573	1	371.573	7.127	.009
Treatment	12587.526	1	12587.526	241.450	.000
Error	5056.907	97	52.133		
Total	439400.000	100			
Corrected Total	18977.440	99			
a. R Squared = .734 (Adjusted R Squared = .728)					

*Significant at $p < 0.05$

Result in Table 12 revealed that the F-value of 241.450 is obtained with a p-value of .000 computed at 0.05 level of significance. Since p-value (.000) is less than level of significance (0.05), the null hypothesis is not accepted. It means there is a significant difference in the academic performance of Christian Religious Studies students taught with a combination of pictures and posters and those taught with conventional method ($F_{(1, 97)} = 241.450, p < 0.05$).

The result of the Multiple Comparison Analysis as shown in Table 13 indicates where the difference lies (i.e. the effect of a combination of pictures and posters on students in Christian Religious Studies).

Table 13: Pairwise Comparisons Analysis Showing the Effect of the Treatment (a Combination of Pictures and Posters) on Students' in Christian Religious Studies

Treatment	Mean	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Experimental (I)	76.18 ^a	22.69*	1.46	.009	419.79	25.59
Control (J)	53.49 ^a	-22.69*	1.46	.009	-25.59	-19.79
Grand Mean = 40.00						

* the mean difference is significant at 0.05 level

b. Adjustment for Multiple Comparisons: Bonferroni

As shown in Table 13, students in the experimental group III that were taught Christian Religious Studies with a combination of Pictures and Posters had higher mean score of 76.18 than those in the control group that were taught Christian Religious Studies using conventional method with the mean score 53.49. This implies that students taught with a combination of Pictures and Posters performed better than those taught using conventional method.

Hypothesis Four: *There will be no significant difference in the performance of male and female Christian Religious Studies students exposed to pictures.*

Table 14: Analysis of Covariance Showing the Difference in the Academic Performance of Male and Female Christian Religious Studies Students Expose to Pictures

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	172.256 ^a	2	86.128	1.049	.358
Intercept	8084.779	1	8084.779	98.448	.000
Pre-test	96.381	1	96.381	1.174	.284
Gender	83.092	1	83.092	1.012	.320
Error	3859.744	47	82.122		
Total	158600.000	50			
Corrected Total	4032.000	49			
a. R Squared = .043 (Adjusted R Squared = .002)					

*Insignificant at $p > 0.05$

The result in Table 14 reveals that the F-value of 1.012 is obtained with a p-value of 0.320 computed at 0.05 significant level. Since p-value (0.320) is greater than significant level (0.05), the null hypothesis four is not rejected. Thus, there is no significant difference in

the performance of male and female Christian Religious Studies students exposed to pictures ($F_{(1,47)} = 1.012, p > 0.05$).

Hypothesis Five: *There will be no significant difference in the performance of male and female Christian Religious Studies students exposed to posters.*

Table 15: Analysis of Covariance Showing the Difference in the Academic Performance of Male and Female Christian Religious Studies Students Exposed to Posters

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	143.806 ^a	2	71.903	.672	.515
Intercept	10069.832	1	10069.832	94.157	.000
Pre-test	89.879	1	89.879	.840	.364
Gender	51.046	1	51.046	.477	.493
Error	5026.514	47	106.947		
Total	194652.000	50			
Corrected Total	5170.320	49			
a. R Squared = .028 (Adjusted R Squared = -.014)					

**Insignificant at $p > 0.05$*

The result in Table 15 shows that the F-value of .477 is obtained with a p-value of 0.493 computed at 0.05 significant level. Since p-value (.493) is greater than significant level (0.05), the null hypothesis four is rejected. Thus, there is no significant difference in the performance of male and female Christian Religious Studies students exposed to posters ($F_{(1,47)} = .477, p > 0.05$).

Hypothesis Six: *There will be no significant difference in the performance of male and female Christian Religious Studies students exposed to the combination of pictures and posters.*

Table 16: Analysis of Covariance Showing the Difference in the Academic Performance of Male and Female Christian Religious Studies Students Exposed to the Combination of Pictures and Posters

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	42.203 ^a	2	21.101	.294	.746
Intercept	18926.184	1	18926.184	263.934	.000
Pre-test	38.303	1	38.303	.534	.468
Gender	4.995	1	4.995	.070	.793
Error	3370.277	47	71.708		
Total	295872.000	50			
Corrected Total	3412.480	49			
a. R Squared = .012 (Adjusted R Squared = -.030)					

**Insignificant at $p > 0.05$*

The result in Table 16 revealed that the F-value of .70 is obtained with a p-value of .793 computed at 0.05 significant level. Since p-value (.793) is greater than significant level (0.05), the null hypothesis four is rejected. Thus, there is no significant difference in the performance of male and female Christian Religious Studies students exposed to a combination of pictures and posters ($F_{(1,47)} = .070$, $p > 0.05$).

Summary of the Major Findings

The following are the summary of the major findings of this study:

1. The findings of this study revealed that the general performance of CRS students (both the experimental and control groups) before the treatment was low. However, after the treatment, the academic performances of CRS students in three experimental groups (pictures, posters and a combination of pictures and posters) was high, while the performance of students taught with conventional method was fair (53.20).
2. CRS students taught with pictures differ significantly in their academic performance from those taught without pictures in favour of experimental group one.
3. The academic performance of CRS students taught using posters differs significantly from those taught without posters in favour of experimental group two.
4. CRS students taught using a combination of pictures and posters differ significantly in their academic performance from those taught without a combination of pictures and posters in favour of experimental group three.
5. CRS students exposed to a combination of pictures and posters performed significantly better than their counterparts exposed to separate pictures and posters with the least performance recorded by those exposed to pictures.
6. There was no significant difference in the performance of male and female Christian Religious Studies students exposed to pictures.

7. There was no significant difference in the performance of male and female Christian Religious Studies students exposed to posters.
8. There was no significant difference in the performance of male and female Christian Religious Studies students exposed to a combination of pictures and posters.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of the findings from this study, conclusion drawn from the findings, recommendations on the effects of pictures and posters on senior secondary students' performance in Christian Religious Studies in Niger State, Nigeria and suggestions for further study.

Discussion of Findings

Effects of Treatments on Christian Religious Studies Students' Performance

The first finding of this study revealed that the general performance of students (both the experimental and control groups) before the treatment was low, however after the treatment, the academic performance of students taught Christian Religious Studies using pictures was (55.60), those taught using posters was (61.56) and those taught with the combination of pictures and posters (76.48) was high, while the performance of students taught with conventional method was fair (53.20). This outcome is in line with findings of Ogunfunmilakin (2015) who studied effects of instructional visual utilisation on students' performance in Junior Secondary School Social Studies in Ondo State, Nigeria and found that students perform better with the use of instructional visuals.

This finding is also in consonance with Ilori (2014) who emphasised the importance of the use of visual instruction for teaching. Ilori (2014) claimed that visual instruction is as old as creation as he claimed that God uses visual when he teaches since one of the earliest visuals for the teaching of God's truth was in magnificent colour. In addition to the outcome of this study on general performance of Christian Religious Studies students exposed to treatments and conventional method, Kosoko-Oyedeko (2013) research findings on the effect of instructional games on public primary school pupils learning outcomes in Christian Religious Studies in Lagos State, Nigeria, revealed that there is a significant difference in the

Christian Religious Studies achievement of pupils exposed to card and board games, computer games and those in the control group which is tandem with this finding.

Effect of Pictures on Christian Religious Studies Students' Performance

The second finding of this study showed that there was a significant difference in the performance of students taught Christian Religious Studies with pictures and those taught using conventional method. Students taught with poster performed better than those taught with conventional method. This outcome corroborates the findings of Stokes (2014) who affirmed that visual literacy is associated with visual thinking and described the ability to turn information of all types into pictures, graphics or forms that help communicate the information.

Also, this finding supports the ideas of Falade (2004) and Curzon (2005) who in their various studies explained that pictures and photographs serve as substitute where teachers are unable to lay hands on real objects. They further opined that such pictures bear full resemblance of the real object. Olowu (2005) also stressed that pictures appeal to our sense of vision that represents our richest sources of information. This finding also agrees with Abimbade (2001), Akinbote (2002), Olagunju (2002) and Nwaboku (2004) in their various studies when they asserted that students' performance was better when learning with instructional package that can be seen, touched and used.

Effect of Posters on Christian Religious Studies Students' Performance

Another finding from this study indicated that there was a significant difference in the performance of students taught Christian Religious Studies using posters and those taught using conventional method. Students taught with poster performed better than those taught with conventional method. This finding is in consonance with Ogunfunmilakin (2015) who stressed that posters are used to learn about historical places, though whatever might be the case, the general essence of the wage of posters is to use such posters to attract and arouse the

interest of the learners. This outcome of this study also confirms the opinion of Ogunfunmilakin (2015) who opined that posters utilisation ameliorates the level of confidence and also improves the level of assimilation of learners of which the selection and use of posters in the classroom setting enhances the visual interest of the students, thereby stimulate the students to learn better.

In a similar vein, the finding of this study on the effect of posters on students' academic performance validates Ilori (2014) who averred that the use of visual posters reduces the stress and error of teachers and at the same time encourages students to learn better and gives maximum learning outcome. The outcome further confirms Balogun (1995) who postulated that posters are used to foster interest of the students, they are also used to create awareness for the learners and generally posters are used to motivate and arouse interest of the audience. This is why Ilori (2014) opined that posters as instructional visual are used to deliver message and to foster students' interest. Yusuf (2001) in his own contribution on the significance of instructional materials in teaching/learning, explained that instructional materials are very important in teaching because they provide opportunities for learners to use as many as possible senses, thus they convey learning experiences to learners in a meaningful and realistic manner.

Effect of a Combination of Pictures and Poster on Christian Religious Studies Students' Performance

The fourth findings of this study shows that there was a significant difference in the performance of students taught Christian Religious Studies using posters and those taught using conventional method. This finding revealed that students taught with a combination of pictures and poster performed better than those taught with conventional method. This outcome is in agreement with the findings of Kosoko-Oyedeko (2013) who observed that there was significant difference in the Christian Religious Studies achievement of pupils

exposed to a combination of card and board game, computer game at the lower and middle basic school level. This is to say that a combination of similar instructional visuals if effectively used enhance students' performance than the individual instructional visual such as pictures or posters.

In another development, Branton (1999) stated that although the educational community is embracing visual enhancements in instruction, the connection of visual and verbal information is evident throughout history. This is why Flattley (1998) emphasised symbols portray a man-made language with no distinction between words and pictures, and students with limited domain of knowledge may regard graphics as excess complexities and incomprehensible information of the connections with the concepts that are not obvious to them.

Difference in the Performance of Male and Female Christian Religious Studies Students Exposed to Pictures, Posters and a Combination of Pictures and Posters

The fifth, sixth and seventh findings from this study revealed that there was no significant difference in the performance of male and female Christian Religious Studies students exposed to pictures, posters and a combination of pictures and posters. These outcomes are in consistent with the findings of Mackintosh (1998) who claimed that there was no gender difference in general instructions learners. Ogunfunmilakin (2015) who worked on effects of instructional visuals utilisation on students' performance in junior secondary school social studies asserted that there is no empirical or theoretical reason to associate gender with academic achievement.

Also, Adebileje (1995) maintained that gender has no influence on teaching and learning performance. In another study carried by Jiboku (1991) on the effects of pre-reading strategy on performance in reading comprehension discovered that gender has no significant effect on students' reading comprehension performance. Therefore, irrespective of students'

gender as male or female, they have equal endowment on ability to comprehend with the use of pictures and poster exposed to them.

However, Hut (2002) who reviewed the attitudes of counseling women maintained that female perform better than their male counterparts in the use of instructional resources for teaching and learning. In a similar vein, Ajidagba (2002) in his study on religious education in fundamental subject methodology argued that female teachers are more sympathetic, possess human feelings and better verbal expression than their male counterparts when dealing with students.

Conclusion

This study investigated the effects of pictures and posters on senior secondary students' performance in Christian Religious Studies in Niger State in relation with students' gender. Based on the findings highlighted in the preceding chapter and the foregoing discussion in this chapter, the following conclusion was reached.

The findings of the study have established that the general performance of students (both the experimental and control groups) was low before the treatment, however after the treatment, the academic performance of students taught Christian Religious Studies using pictures, those taught using posters and those taught with a combination of pictures and posters were higher than those taught with conventional method.

It was also revealed that there was a significant difference in the performance of students taught Christian Religious Studies using pictures and those taught using conventional method. Students taught with pictures performed better than those taught with conventional method. There was a significant difference in the performance of students taught Christian Religious Studies using posters and those taught using conventional method. Students taught with posters performed better than those taught with conventional method. There was also a significant difference in the performance of students taught Christian

Religious Studies using a combination of pictures and posters and those taught using conventional method. Students taught with a combination of pictures and poster performed better than those taught with conventional method.

It was also established from the findings that there was no significant difference in the performance of male and female Christian Religious Studies students exposed to pictures. There was no significant difference in the performance of male and female Christian Religious Studies students exposed to posters and there was no significant difference in the performance of male and female Christian Religious Studies students exposed to a combination of pictures and posters.

Recommendations

The outcome of this study could be of great importance to the Christian Religious Studies teachers, curriculum planners, textbook writers, school administrators, government and policy makers as well as future researchers. To this end, the following recommendations have been made with a view to enhancing and promoting instructional resources teachers employ in teaching religious subjects especially Christian Religious Studies.

Christian Religious Studies Teachers: It is recommended these teachers should employ the use of pictures illustrations, posters illustrations and the combination of pictures and posters illustrations in the classroom to interact with learners for effective learning outcomes. If effectively used, the status of Christian Religious Studies in the Senior Secondary Schools would be improved. Effective use of pictures, posters and a combination of pictures and posters would provide Christian Religious Studies teachers insight into instructional strategies that could significantly improve students' academic performance. Enrolment in Christian Religious Studies course at the secondary and tertiary levels which has been dwindling over the years and the difficulty of finding qualified graduates to teach Christian Religious Studies subject at the secondary and tertiary levels would change for better.

Curriculum Designers: curriculum designers are enjoined to design, trial-testing and developing teaching method based on pictures and posters for improving performance in Christian Religious Studies. This would provide information that will assist Christian Religious Studies teachers across board to design, produce and apply pictures and posters for teaching-learning Christian Religious Studies in schools.

Textbook Writers: Christian Religious Studies textbooks writers are charged to incorporate pictures and posters as strategies in the planning and writing Christian religious textbooks especially for senior secondary school students so as to carry them along in teaching and learning processes.

School Administrators: head of school are also advised to provide for the schools, pictures and posters that are relevant to the teaching of CRS at senior secondary school level. This would enhance students' participation in the subject and improve their academic performance.

Government and Policy Makers: are recommended that they should provide well-equipped libraries to improve students' performance. Conducive environment should be provided especially in public schools for effective teaching and learning to take place. The efforts of technology cannot be overemphasised as this has provided the use of computer for effective teaching and learning and has increased students' creativity, intellectual resourcefulness and moral upbringing.

Suggestions for Further Studies

This study covered only the effects of pictures and posters on senior secondary students' performance in Christian Religious Studies in Niger State, Nigeria. On the basis of the above findings, this study is inconclusive. Thus it is suggested that further studies be carried out in other part of the country, especially in the rural areas in order to confirm these findings. More studies on the teaching and learning Christian Religious Studies in senior

secondary school could be carried out to serve as literature for other studies of this nature so as to enhance students' interest and improve their performance in the subject.

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APPENDIX I

CHRISTIAN RELIGIOUS STUDIES PERFORMANCE TEST (CRSPT) PRE TEST

Section A: Demographic Data

- a) Name of School:
- b) Sex:
- c) Time Allowed 45 Minutes

Section B: Questions

Instruction: Choose the correct answer from the options A – D to answer the following questions.

- 1) Who was the first king of Israel? _____
(a) David (b) Joseph (c) Saul (d) Solomon
- 2) Deborah, a prophetess who was a judge in Israel was the wife of _____
(a) Jacob (b) Abijah (c) Eli (d) Lapidoth
- 3) When Eve was about to be created, God did all the following except _____
(a) causing deep sleep to fall Adam's rib (b) taking a rib from Adam's rib (c) covering where he removed the rib with a bone (d) using the rib to create Eve
- 4) The just shall live by _____
(a) faith (b) wealth (c) love (d) power
- 5) Saul was converted on his way to _____.
(a) Jerusalem (b) Egypt (d) Damascus (d) Judah
- 6) What led to God's rejection of king Saul?
(a) wealth (b) disobedience (c) faith (d) power
- 7) Where was Joseph found at the time Pharaoh needed him?
(a) in his father's house (b) in prison (c) in Potiphar's house (d) in the farm

- 8) Joel and Abijah were the sons of _____
(a) Eli (b) David (c) Samuel (d) Saul
- 9) The name of Moses means _____
(a) Baptised in water (b) Drawn out of water (c) Abandoned in water
(d) Thrown into water
- 10) On the second day God created _____
(a) the firmament (b) the moon and sun (c) the birds in the sea (d) animals and man
- 11) When Joseph was sent to his brothers, he met them at _____
(a) Hebron (b) Shechem (c) Dothan (d) Bethel
- 12) The descent of the Holy Spirit on Pentecost day was prophesized by prophet _____
(a) Amos (b) Hosea (c) Joel (d) Ezekiel
- 13) How did the Apostles' creed develop in the church?
(a) by prayers (b) by controversies (c) by fighting (d) none of the above
- 14) Where was the first ecumenical council held in the days of the apostles?
(a) Nigeria (b) Antioch (c) Jerusalem (d) Alexandria
- 15) Joseph was sold to whom? _____
(a) Egyptian traders (b) Babylonian traders (c) Syrian traders (d) Ishmaelite traders
- 16) Joseph was sold for _____ of silver.
(a) 20 shekels (b) 30 shekels (c) 50 shekels (d) 25 shekels
- 17) God rested on the _____ day of creation.
(a) First (b) second (c) sixth (d) seventh
- 18) Benjamin is the brother of _____.
(a) John (b) Joseph (c) Judas (d) Ishmael

- 19) The central theme of Paul's letter to Philemon is _____.
 (a) Christian fellowship (b) concern for the slave (c) forgiveness of one another's sins (d) The liberty of Christian under the law
- 20) When the people of Israel saw the Egyptian chariot coming against them at red sea, what were they thinking?
 (a) they were already dead people (b) they made a big mistake to have left Egypt
 (c) Moses had done them harm and not good (d) all of the above
- 21) What were lambs used for in Israel in those days? _____.
 (a) for hunting (b) as pets (c) for spirits (d) for sacrifice
- 22) In what country did death strike the first born sons for Israel to be free? _____.
 (a) Libya (b) Babylon (c) Egypt (d) Syria
- 23) What does the good shepherd do when there is danger? _____.
 (a) he runs away to save his life (b) he makes noise to encourage himself
 (c) he risks his life on behalf of the sheep (d) he joins the sheep to fight the danger
- 24) At the time of creation, the river that flowed out of Eden to water the garden is divided into _____.
 (a) Pishon, Haujah, Gihou and Tigris (b) Tigris, Cush, Assune and Haujah
 (c) Pishon, Tigres, Gihon and Euphrates (d) Euphrates, Grihon, Assyria and Tigris
- 25) The love of God for mankind is called _____.
 (a) salvation love (b) parental love (c) Agape love (d) Erotic love
- 26) Why did Jesus come to the world? _____.
 (a) to teach mankind how to worship God (b) to cause humanity to pay the debt they owe God
 (c) to prove that a human being can be holy like God (d) to die for the sins of the humans and save their souls
- 27) Adam called Eve woman because she _____.

- (a) was the author of woes (b) caused the fall of man (c) was taking out of man
(d) was a weaker vessel
- 28) Joseph named one of his sons Ephraim meaning?
(a) I am a stranger in the world. (b) God has made me fruitful in the land of affliction.
(c) Yaweh is my salvation. (d) God has made me forget my hardship.
- 29) When Christians give freely God will supply _____.
(a) their needs according to the measure they gave (b) their needs day by day
(c) only for those that give (d) their needs according to His riches in glory
- 30) After Joseph has revealed himself to his brothers, he _____.
(a) gave his them food (b) fell upon Benjamin's neck and smiled (c) kissed Benjamin and departed (d) kissed all of them and wept
- 31) When Moses stayed away for too long on the mountain the people of Israel _____.
(a) prayed and fasted (b) embarked on farming (c) returned to Egypt
(d) made and worshipped idol
- 32) God provided water for the Israelite by asking Moses to strike the rock at the wilderness of _____. (a) Rephidim (b) sin (c) Massah (d) Paran
- 33) God's ability to create by His spoken words depicts His _____.
(a) omnipotence (b) omniscience (c) sovereignty (d) affluence
- 34) Pharaoh appointed Joseph the overseer of his house for he realised that he was _____. (a) worthy of praise (b) very trustworthy (c) loved by all
(d) full of the spirit of God
- 35) The miracles of Jesus recorded in John's gospel are called _____.
(a) wonders (b) signs (c) power (d) works
- 36) What finally happened to the Egyptians weapons, like sword, spear, etc?

- (a) they drowned in the Red Sea (b) they were returned to Egypt (c) Israel used them to harm themselves (d) none of the above
- 37) During the Israelite journey in the wilderness, God led them in the day in form of _____
- (a) fire (b) light (c) cloud (d) rainbow
- 38) What kind of trap was Daniel caught and put in the lion den?
- (a) money trap (b) women trap (c) religious trap (d) office
- 39) Jesus started His earthly Ministry at the age of _____.
- (a) 50 years (b) 30 years (c) 35 years (d) 40 years
- 40) The land, the sea and vegetation were created on the
- (a) first day (b) third day (c) fourth day (d) fifth day
- 41) By the creation story, the task of giving names to all living creatures was performed by _____.
- (a) God (b) Adam (c) Eve (d) Angels
- 42) The greatest manifestation of God's love to mankind was _____.
- (a) giving of rain (b) giving of wisdom (c) giving of air (d) giving of His Son
- 43) The raising of Lazarus from the dead made the people _____.
- (a) depart from Bethany (b) believe that Jesus was the Messiah
- (c) regard Mary and Martha as innocent (d) people were sad
- 44) The love of God for humanity is clearly manifested in the parable of the _____.
- (a) sower (b) mustard seed (c) lost sheep (d) good Samaritan
- 45) After the departure of Israelites God made pharaoh pursue them in order to _____.
- (a) force them to return to Egypt (b) hasten Israel's journey through the wilderness
- (c) make Israel obey Moses (d) have glory over Pharaoh and his host

- 46) Let us construct three booths, for Jesus, Moses and Elijah, who suggested that?
(a) John the Baptist (b) Andrew (c) Silas (d) Peter
- 47) Who is the mother of Joseph? _____
(a) Sarah (b) Rebecca (c) Rachad (c) Leah
- 48) Who is the last son of Jacob? _____
(a) Joseph (b) Reuben (c) Judah (d) Benjamin
- 49) There are _____ tribes in Israel.
(a) six (b) ten (c) twelve (d) seven
- 50) _____ was the father of Esau and Jacob.
(a) Abraham (b) Isaac (c) Judah (d) Timothy

Pre Test Marking Guide

1. C	11. C	21. D	31. D	41. B
2. D	12. C	22. C	32. B	42. D
3. C	13. B	23. C	33. C	43. B
4. A	14. C	24. C	34. D	44. C
5. D	15. D	25. C	35. B	45. D
6. B	16. A	26. D	36. A	46. D
7. B	17. D	27. C	37. C	47. C
8. C	18. B	28. B	38. C	48. D
9. B	19. C	29. D	39. B	49. C
10. A	20. D	30. D	40. B	50. B

APPENDIX II

CHRISTIAN RELIGIOUS STUDIES PERFORMANCE TEST (CRSPT) POST-TEST

Section A: Demographic Data

- a) Name of School:
- b) Sex:
- c) Time Allowed 45 Minutes

Section B: Questions

Instruction: Choose the correct answer from the options A – D to answer the following questions.

- 1) By the creation story, the task of giving names to all living creatures was performed by _____.
(a) God (b) Adam (c) Eve (d) Angels
- 2) The greatest manifestation of God's love to mankind was _____.
(a) giving of rain (b) giving of wisdom (c) giving of air (d) giving of His Son
- 3) The raising of Lazarus from the dead made the people _____.
(a) depart from Bethany (b) believe that Jesus was the Messiah
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- 4) The love of God for humanity is clearly manifested in the parable of the _____.
(a) sower (b) mustard seed (c) lost sheep (d) good Samaritan
- 5) After the departure of Israelites God made pharaoh pursue them in order to _____.
(a) force them to return to Egypt (b) hasten Israel's journey through the wilderness
(c) make Israel obey Moses (d) have glory over Pharaoh and his host
- 6) Let us construct three boots, for Jesus, Moses and Elijah, who suggested that?

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- 7) Who is the mother of Joseph? _____
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- 9) There are _____ tribes in Israel.
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- 10) _____ was the father of Esau and Jacob.
- (a) Abraham (b) Isaac (c) Judah (d) Timothy
- 11) What were lambs used for in Israel in those days? _____.
- (a) for hunting (b) as pets (c) for spirits (d) for sacrifice
- 12) In what country did death strike the first born sons for Israel to be free? _____.
- (a) Libya (b) Babylon (c) Egypt (d) Syria
- 13) What does the good shepherd do when there is danger? _____
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- 14) 24) At the time of creation, the river that flowed out of Eden to water the garden is divided into _____
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- 19) When Christians give freely God will supply _____.
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(a) Christian fellowship (b) concern for the slave (c) forgiveness of one another's sins
(d) The liberty of Christian under the law
- 50) When the people of Israel saw the Egyptian chariot coming against them at red sea, what were they thinking?
(a) they were already dead people (b) they made a big mistake to have left Egypt
(c) Moses had done them harm and not good (d) all of the above

Post Test Marking Guide

1.	B	11. D	21. C	31. D	41. C
2.	D	12. C	22. D	32. B	42. C
3.	B	13. C	23. C	33. C	43. B
4.	C	14. C	24. A	34. D	44. C
5.	D	15. C	25. C	35. B	45. D
6.	D	16. D	26. B	36. A	46. A
7.	C	17. C	27. B	37. C	47. D
8.	D	18. B	28. C	38. C	48. B
9.	C	19. D	29. B	39. B	49. C
10.	B	20. D	30. A	40. B	50. D

APPENDIX III

TEACHERS' GUIDE

The teachers in this study would be given well prepared lesson notes prepared by the researcher on the theme to be covered. Below is the prepared package of teaching outline, concepts and duration for each lesson.

Course Outline

S/N	Theme	Topic	Duration
1	The sovereignty of God	God the creator of the universe	3 rd Week
2	The sovereignty of God	God the creator of the universe	3 rd Week Continues
3	The sovereignty of God	Origin of the Apostles' creed	4 th Week
4	Leadership of Joseph	Joseph's early life and arrival in Egypt	4 th Week Continues
5	Leadership of Joseph	Joseph the governor of Egypt	5 th Week
6	Leadership of Joseph	Joseph reconciles with his brothers	5 th Week Continues
227	God's care for His people	God guided the Israelites	6 th Week
8	God's care for His people	God provided for His people	6 th Week Continues
9	God's care for His people	God's protection over the Israelites	7 th Week

EXPERIMENTAL GROUP 1

LESSON PLAN 1

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Creator

Class: S.S. II

Duration: 40 Minutes

Instructional Aids: Pictures of the creation story.

Previous Knowledge: Students are familiar with manufactured goods.

Behavioural Objectives: At the end of the lesson the students should be able to:

- 1: Explain the meaning of sovereignty;
- 2: Discuss the sovereignty of God over His creation; and
- 3: Explain what it means to submit to God's sovereignty over their own lives.

Presentation:

Introduction: Teacher introduces the lesson by asking the students to mention those things created by God and those made by man.

Students respond by mentioning different things created by God and those made by man.

Step I: The students would be asked to read the bible passages – Gen. 1 & 2.

Step II: From the passage students would be asked to distinguish what God created from what man made as read.

Step III: Teacher to explain the creation story that God created the universe by making a command "Let there be ... and there was. Therefore, ability to command and things came forth shows the sovereignty of God.

Step IV: Student to mention those things created on each day as read in the bible – Day 1 to Day 6. Pictures of things created would be shown here.

Step V: Teacher discuss the meaning of sovereignty of God and the limitation of man in creating life. This shows that God created man and all things. Gen. 1 & 2, Psalm 19:4-6.

Step VI: Students to recognize that even man made things are sourced from God's creation. Pictures of a building made from a combination of water, sand, planks etc.

Step VII: Teacher explains the sovereignty of God as shown in Isaiah 45:1-12.

Step VIII: Students to mention some words that describe the different aspects of the sovereignty of God as read in Isaiah 45:1-12. Teacher asks the students to explain what it means to submit to God's sovereignty over their own lives as contained in Daniel 4:4-37

Evaluation:

1. Teacher asks students to explain the meaning of sovereignty.
2. Give examples that show God's sovereignty in creation.
3. Explain what it means to submit to God's sovereignty over their lives.

Summary:

Teacher explains the lesson once again stressing on the difficult aspects.

Assignment:

List the samples of object made by God and those made by man.

SECOND PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Controller of the Universe

Class: S.S. II

Duration: 40 Minutes

Average Age of Students: 15 – 16

Instructional Aids: Pictures of God's control over the affairs of nations and man.

Reference Book: The Holy Bible R.S.V.

Previous Knowledge: Students are already familiar with the creation story.

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

- 1: recognize God as the sustenance of the creation;
2. explain how all things depends on God; and
3. discuss God's sovereignty over the affairs of individuals and nations.

Presentation:

Teacher will present the lesson under the following steps:

Step I: *Introduction*

Teacher asks questions from the previous lesson on creation story and continues with the discussion on the sovereignty of God.

Step II:

Teacher explains that the focus here is on how God controls the universe and how everything depends upon Him to the point that He sees to the affairs of individuals and the nation as a whole. No nation or individual has authority over itself.

Step III:

Biblical passages to be read by students are Gen. 1:26-31, Amos 9:1-6, Jer. 18:1-6, Jer. 29:11, Psalm 127:1-3 and are summarised by the teacher to the students' understanding. Pictures of nations under God's control will be presented.

Step IV:

With reference to Amos, Jeremiah, class to discuss whether or not man has been a faithful steward of God's creation.

Teacher's Activity

Teacher will raise question that will stimulate students to discuss and guide students in their discussions.

Students' Activity

The students would read the biblical passages. Psalm 127:1-3, Jer. 24:11, Rom. 8:28. Class to discuss and imagine what will happen if God withdraws from the world.

Students are to discuss whether or not from their experience man has been a faithful steward of God's creation.

Instructional Aids

Pictures showing the various works of God in the affairs of man and the nation
Picture showing Nigeria natural resources

Evaluation

Teacher asks questions from the treated topic.

- (i) How does God sustain the world?
- (ii) Discuss God's sovereignty over the affairs of nations and individuals.
- (iii) Why do all things depend upon God?
- (iv) What did God promise Jeremiah?

Summary/Conclusion

Teacher encourages the students to put their trust in God at all times and in spite of whatever situation may be God is in control. No nation or individual has ever been out of God's control.

Assignment

Students to list how many ways human beings are dependent on God as the controller of the universe.

THIRD PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: The Apostles' Creed

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible R.S.V.

Instructional Aids: Pictures of a Synod gathering of church fathers or bishops.

Previous Knowledge: Students have been used to collective confession of their faith or National Anthem as a symbol of unity in the country.

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

- 1: explain the meaning of The Apostles' Creed;
- 2: present the key beliefs of the Christian faith;
- 3: explain how controversial issues were handled by the church fathers; and
- 4: memorise the Apostles Creed.

Presentation:

Introduction:

Teacher asks students to recite the National Anthem.

Step I:

Teacher relates the sovereignty of God as indicated in the beliefs of the church.
Teacher to narrate the genesis of the Apostles' Creed.

Step II:

Teacher places a picture on the wall containing the Apostles' creed to be read and be memorized by the students.

Step III:

Class to point out the content of the Apostles' Creed.

1. Belief in God Almighty, maker of heaven and earth,
2. Belief in Jesus Christ, the only Begotten Son of God,
3. Belief in the Holy Spirit,
4. Belief in the holy catholic church. This is not a particular denomination, but universal church (catholic means universal),
5. Belief in the communion of saints,
6. Belief in the forgiveness of sins,
7. Belief in the Resurrection of the body in the life everlasting.

Teacher's Activity

Teacher makes the Apostles' Creed available to be hung on the wall to study and memorise taking note of the salient points.

Students' Activities

Students are to discuss how controversial issues were handled by the church fathers in agreement, and to list the doctrine embraced by the Apostles' Creed.

Evaluation

Teacher asks students to recite the Apostles' Creed.

EXPERIMENTAL GROUP 2

LESSON PLAN 1

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Creator

Class: S.S. II

Duration: 40 Minutes

Instructional Aids: Pictures and Posters of the creation story.

Previous Knowledge: Students are familiar with manufactured goods.

Behavioural Objectives: At the end of the lesson the students should be able to:

- 1: explain the meaning of sovereignty;
- 2: discuss the sovereignty of God over His creation; and
- 3: explain what it means to submit to God's sovereignty over their own lives.

Presentation:

Introduction: Teacher introduces the lesson by asking the students to mention those things created by God and those made by man.

Students respond by mentioning different things created by God and those made by man.

Step I: The students would be asked to read the bible passages – Gen. 1 & 2.

Step II: From the passage students would be asked to distinguish what God created from what man made as read.

Step III: Teacher to explain the creation story that God created the universe by making a command “Let there be ... and there was. Therefore, ability to command and things came forth shows the sovereignty of God.

Step IV: Student to mention those things created on each day as read in the bible – Day 1 to Day 6. Pictures of things created would be shown here.

Step V: Teacher discuss the meaning of sovereignty of God and the limitation of man in creating life. This shows that God created man and all things. Gen. 1 & 2, Psalm 19:4-6.

Step VI: Students to recognise that even man made things are sourced from God's creation. Pictures and Posters of a building made from a combination of water, sand, planks etc.

Step VII: Teacher explains the sovereignty of God as shown in Isaiah 45:1-12.

Step VIII: Students to mention some words that describes the different aspects of the sovereignty of God as read in Isaiah 45:1-12. Teacher asks the students to explain what it means to submit to God's sovereignty over their own lives as contained in Daniel 4:4-37

Evaluation:

1. Teacher asks students to explain the meaning of sovereignty.
2. Give examples that show God's sovereignty in creation.
3. Explain what it means to submit to God's sovereignty over their lives.

Summary:

Teacher explains the lesson once again stressing on the difficult aspects.

Assignment:

List the samples of object made by God and those made by man.

SECOND PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Controller of the Universe

Class: S.S. II

Duration: 40 Minutes

Average Age of Students: 15 – 16

Instructional Aids: Posters and pictures of nations under God's control.

Reference Book: The Holy Bible R.S.V.

Previous Knowledge: Students are already familiar with the creation story.

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

- 1: recognize God as the sustenance of the creation;
2. explain how all things depends on God; and
3. discuss God's sovereignty over the affairs of individuals and nations.

Presentation:

Teacher will present the lesson under the following steps:

Step I: *Introduction*

Teacher asks questions from the previous lesson on creation story and continues with the discussion on the sovereignty of God.

Step II:

Teacher explains that the focus here is on how God controls the universe and how everything depends upon Him to the point that He sees to the affairs of individuals and the nation as a whole. No nation or individual has authority over itself.

Step III:

Biblical passages to be read by students are Gen. 1:26-31, Amos 9:1-6, Jer. 18:1-6, Jer. 29:11, Psalm 127:1-3 and are summarized by the teacher to the students' understanding. Pictures and posters will be presented.

Step IV:

With reference to Amos, Jeremiah, class to discuss whether or not man has been a faithful steward of God's creation.

Teacher's Activity

Teacher will raise question that will stimulate students to discuss and guide students in their discussions.

Students' Activity

The students would read the biblical passages. Class to discuss and imagine what will happen if God withdraws from the world.

Students to discuss whether or not from their experience man has been a faithful steward of God's creation.

Instructional Aids

Pictures and posters showing the various works of God in the affairs of man and the nation. Picture showing Nigeria natural resources.

Evaluation

Teacher asks questions from the treated topic.

- (i) How does God sustain the world?
- (ii) Discuss God's sovereignty over the affairs of nations and individuals.
- (iii) Why do all things depend upon God?
- (iv) What did God promise Jeremiah?

Summary/Conclusion

Teacher encourages the students to put their trust in God at all times and inspite of whatever situation may be God is in control. No nation or individual has ever been out of God's control.

Assignment

Students to list how many ways human beings are dependent on God as the controller of the universe.

THIRD PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: The Apostles' Creed

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible R.S.V.

Instructional Aids: Poster and Picture of Synod gathering of fathers or Bishop.

Previous Knowledge: Students have been used to collective confession of their faith or National Anthem as a symbol of unity in the country.

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

- 1: explain the meaning of the Apostles' Creed;
- 2: present the key beliefs of the Christian faith;
- 3: explain how controversial issues were handled by the church fathers; and
- 4: memorise the Apostles Creed.

Presentation:

Introduction:

Teacher asks students to recite the National Anthem.

Step I:

Teacher relates the sovereignty of God as indicated in the beliefs of the church.
Teacher to narrate the genesis of the Apostles' Creed.

Step II:

Teacher places a poster and picture on the wall containing the Apostles' creed to be read and be memorized by the students.

Step III:

Class to point out the content of the Apostles' Creed.

1. Belief in God Almighty, maker of heaven and earth,
2. Belief in Jesus Christ, the only Begotten Son of God,
3. Belief in the Holy Spirit,
4. Belief in the holy catholic church. This is not a particular denomination, but universal church (catholic means universal),
5. Belief in the communion of saints,
6. Belief in the forgiveness of sins,
7. Belief in the Resurrection of the body in the life everlasting.

Teacher's Activity

Teacher makes the Apostles' Creed available as poster hung on the wall to study and memorise taking note of the salient points.

Students' Activities

Students are to discuss how controversial issues were handled by the church fathers in agreement, and to list the doctrine embraced by the Apostles' Creed.

Evaluation

Teacher asks students to recite the Apostles' Creed.

EXPERIMENTAL GROUP 3

LESSON PLAN 1

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Creator

Class: S.S. II

Duration: 40 Minutes

Instructional Aids: Posters of creation story.

Previous Knowledge: Students are familiar with manufactured goods.

Behavioural Objectives: At the end of the lesson the students should be able to:

- 1: explain the meaning of sovereignty;
- 2: discuss the sovereignty of God over His creation; and
- 3: explain what it means to submit to God's sovereignty over their own lives.

Presentation:

Introduction: Teacher introduces the lesson by asking the students to mention those things created by God and those made by man.

Students respond by mentioning different things created by God and those made by man.

Step I: The students would be asked to read the bible passages – Gen. 1 & 2.

Step II: From the passage students would be asked to distinguish what God created from what man made as read.

Step III: Teacher to explain the creation story that God created the universe by making a command “Let there be ... and there was. Therefore, ability to command and things came forth shows the sovereignty of God.

Step IV: Student to mention those things created on each day as read in the bible – Day 1 to Day 6. Posters of things created would be shown here.

Step V: Teacher discuss the meaning of sovereignty of God and the limitation of man in creating life. This shows that God created man and all things. Gen. 1 & 2, Psalm 19:4-6.

Step VI: Students to recognize that even man made things are sourced from God's creation. Posters of a building made from a combination of water, sand, planks etc.

Step VII: Teacher explains the sovereignty of God as shown in Isaiah 45:1-12.

Step VIII: Students to mention some words that describe the different aspects of the sovereignty of God as read in Isaiah 45:1-12. Teacher asks the students to explain what it means to submit to God's sovereignty over their own lives as contained in Daniel 4:4-37

Evaluation:

1. Teacher asks students to explain the meaning of sovereignty.
2. Give examples that show God's sovereignty in creation.
3. Explain what it means to submit to God's sovereignty over their lives.

Summary:

Teacher explains the lesson once again stressing on the difficult aspects.

Assignment:

List the samples of object made by God and those made by man.

SECOND PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Controller of the Universe

Class: S.S. II

Duration: 40 Minutes

Average Age of Students: 15 – 16

Instructional Aids: Posters of nations under God's control will be presented.

Reference Book: The Holy Bible R.S.V.

Previous Knowledge: Students are already familiar with the creation story.

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

- 1: recognize God as the sustenance of the creation;
2. explain how all things depends on God; and
3. discuss God's sovereignty over the affairs of individuals and nations.

Presentation:

Teacher will present the lesson under the following steps:

Step I: *Introduction*

Teacher asks questions from the previous lesson on creation story and continue with the discussion on the sovereignty of God.

Step II:

Teacher explains that the focus here is on how God controls the universe and how every thing depends upon Him to the point that He sees to the affairs of individuals and the nation as a whole. No nation or individual has authority over itself.

Step III:

Biblical passages to be read by students. Gen. 1:26-31, Amos 9:1-6, Jer. 18:1-6, Jer. 29:11, Psalm 127:1-3 and are summarised by the teacher to the students' understanding. Posters will be presented.

Step IV:

With reference to Amos, Jeremiah, class to discuss whether or not man has been a faithful steward of God's creation.

Teacher's Activity

Teacher will raise question that will stimulate students to discuss and guide students in their discussions.

Students' Activity

The students would read the biblical passages. Class to discuss and imagine what will happen if God withdraws from the world.

Students to discuss whether or not from their experience man has been a faithful steward of God's creation.

Instructional Aids

Posters showing the various works of God in the affairs of man and the nation. Poster showing Nigeria natural resources.

Evaluation

Teacher asks questions from the treated topic.

- (i) How does God sustain the world?
- (ii) Discuss God's sovereignty over the affairs of nations and individuals.
- (iii) Why do all things depend upon God?
- (iv) What did God promise Jeremiah?

Summary/Conclusion

Teacher encourages the students to put their trust in God at all times and inspite of whatever situation may be God is in control. No nation or individual has ever acted of God's control.

Assignment

Students to list how many ways human beings are dependent on God as the controller of the universe.

THIRD PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: The Apostles' Creed

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible R.S.V.

Instructional Aids: Poster of the Apostles' Creed.

Previous Knowledge: Students have been used to collective confession of their faith or National Anthem as a symbol of unity in the country.

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

- 1: explain the meaning of The Apostles' Creed;
- 2: present the key beliefs of the Christian faith;
- 3: explain how controversial issues were handled by the church fathers; and
- 4: memorise the Apostles Creed.

Presentation:

Introduction:

Teacher asks students to recite the National Anthem.

Step I:

Teacher relates the sovereignty of God as indicated in the beliefs of the church.
Teacher to narrate the genesis of the Apostles' Creed.

Step II:

Teacher places a poster on the wall containing the Apostles' creed to be read and be memorised by the students.

Step III:

Class to point out the content of the Apostles' Creed.

1. Belief in God Almighty, maker of heaven and earth,
2. Belief in Jesus Christ, the only Begotten Son of God,
3. Belief in the Holy Spirit,
4. Belief in the holy catholic church. This is not a particular denomination, but universal church (catholic means universal),
5. Belief in the communion of saints,
6. Belief in the forgiveness of sins,
7. Belief in the Resurrection of the body in the life everlasting.

Teacher's Activity

Teacher makes the Apostles' Creed available as poster hung on the wall to study and memorise taking note of the salient points.

Students' Activities

Students are to discuss how controversial issues were handled by the church fathers in agreement, and to list the doctrine embraced by the Apostles' Creed.

Evaluation

Teacher asks students to recite the Apostles' Creed.

CONTROL GROUP

LESSON PLAN 1

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Creator

Class: S.S. II

Duration: 40 Minutes

Instructional Aids: Conventional method.

Previous Knowledge: Students are familiar with manufactured goods.

Behavioural Objectives: At the end of the lesson the students should be able to:

- 1: explain the meaning of sovereignty;
- 2: discuss the sovereignty of God over His creation; and
- 3: explain what it means to submit to God's sovereignty over their own lives.

Presentation:

Introduction: Teacher introduces the lesson by asking the students to mention those things created by God and those made by man.

Students respond by mentioning different things created by God and those made by man.

Step I: The students would be asked to read the bible passages – Gen. 1 & 2.

Step II: From the passage students would be asked to distinguish what God created from what man made as read.

Step III: Teacher to explain the creation story that God created the universe by making a command "Let there be ... and there was. Therefore, ability to command and things came forth shows the sovereignty of God.

Step IV: Student to mention those things created on each day as read in the bible – Day 1 to Day 6. To be written on the blackboard.

Step V: Teacher discuss the meaning of sovereignty of God and the limitation of man in creating life. This shows that God created man and all things. Gen. 1 & 2, Psalm 19:4-6.

Step VI: Students to recognize that even man made things are sourced from God's creation.

Step VII: Teacher explains the sovereignty of God as shown in Isaiah 45:1-12.

Step VIII: Students to mention some words that describes the different aspects of the sovereignty of God as read in Isaiah 45:1-12. Teacher asks the students to explain what it means to submit to God's sovereignty over their own lives as contained in Daniel 4:4-37

Evaluation:

1. Teacher asks students to explain the meaning of sovereignty.
2. Give examples that show God's sovereignty in creation.
3. Explain what it means to submit to God's sovereignty over their lives.

Summary:

Teacher explains the lesson once again stressing on the difficult aspects.

Assignment:

List the samples of object made by God and those made by man.

SECOND PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: God the Controller of the Universe

Class: S.S. II

Duration: 40 Minutes

Average Age of Students: 15 – 16

Method of Instruction: Conventional method will be used to teach the group.

Reference Book: The Holy Bible R.S.V.

Previous Knowledge: Students are already familiar with the creation story.

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

- 1: recognize God as the sustenance of the creation;
2. explain how all things depends on God; and
3. discuss God's sovereignty over the affairs of individuals and nations.

Presentation:

Teacher will present the lesson under the following steps:

Step I: *Introduction*

Teacher asks questions from the previous lesson on creation story and continues with the discussion on the sovereignty of God.

Step II:

Teacher explains that the focus here is on how God controls the universe and how everything depends upon Him to the point that He sees to the affairs of individuals and the nation as a whole. No nation or individual has authority over itself.

Step III:

Biblical passages to be read by students are Gen. 1:26-31, Amos 9:1-6, Jer. 18:1-6, Jer. 29:11, Psalm 127:1-3 and are summarized by the teacher to the students' understanding.

Step IV:

With reference to Amos, Jeremiah, class to discuss whether or not man has been a faithful steward of God's creation.

Teacher's Activity

Teacher will raise question that will stimulate students to discuss and guide students in their discussions.

Students' Activity

The students would read the biblical passages. Class to discuss and imagine what will happen if God withdraws from the world.

Students are to discuss whether or not from their experience man has been a faithful steward of God's creation.

Method of Instruction

Conventional method will be used to teach the group.

Evaluation

Teacher asks questions from the treated topic.

- (i) How does God sustain the world?
- (ii) Discuss God's sovereignty over the affairs of nations and individuals.
- (iii) Why do all things depend upon God?
- (iv) What did God promise Jeremiah?

Summary/Conclusion

Teacher encourages the students to put their trust in God at all times and inspite of whatever situation may be God is in control. No nation or individual has ever acted of God's control.

Assignment

Students to list how many ways human beings are dependent on God as the controller of the universe.

THIRD PERIOD

Subject: Christian Religious Studies

Theme: The Sovereignty of God

Topic: The Apostles' Creed

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible R.S.V.

Method of Instruction: Conventional method will be used to teach the group.

Previous Knowledge: Students have been used to collective confession of their faith or National Anthem as a symbol of unity in the country.

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

- 1: explain the meaning of The Apostles' Creed;
- 2: present the key beliefs of the Christian faith;
- 3: explain how controversial issues were handled by the church fathers; and
- 4: memorise the Apostles Creed.

Presentation:

Introduction:

Teacher asks students to recite the National Anthem.

Step I:

Teacher relates the sovereignty of God as indicated in the beliefs of the church.

Teacher is to narrate the genesis of the Apostles' Creed.

Step II:

Teacher writes on the blackboard the Apostles' Creed to be read and be memorized by the students.

Step III:

Students are to point out the content of the Apostles' Creed.

1. Belief in God Almighty, maker of heaven and earth,
2. Belief in Jesus Christ, the only Begotten Son of God,
3. Belief in the Holy Spirit,
4. Belief in the holy catholic church. This is not a particular denomination, but universal church (catholic means universal),
5. Belief in the communion of saints,
6. Belief in the forgiveness of sins,
7. Belief in the Resurrection of the body in the life everlasting.

Teacher's Activity

Teacher makes the Apostles' Creed available on the chalkboard.

Students' Activities

Students are to discuss how controversial issues were handled by the church fathers in agreement, and to list the doctrine embraced by the Apostles' Creed.

Evaluation

Teacher asks students to recite the Apostles' Creed.

EXPERIMENTAL GROUP 1

LESSON PLAN 2

Subject: Christian Religious Studies

Theme: Leadership of Joseph

Topic: Joseph's Early Life and Arrival in Egypt

Class: S.S. II

Duration: 40 Minutes

Previous Knowledge: Students are familiar with leadership in their homes, schools and churches.

Instructional Aids: Pictures of Joseph and his brothers' picture of leaders in Nigeria, e.g. picture of a president, a governor, or a religious leader.

Behavioural Objectives: At the end of the lesson the students should be able to:

- 1: narrate the story of Joseph;
- 2: identify Joseph's major talents and how he used them for God's work;
- 3: explain what enables Joseph to be successful as a good leader; and
- 4: compare Joseph's leadership style with what is common today.

Presentation:

Teacher presents the lesson to the students as follows:

Introduction: In this lesson, we are going to discuss one of the most interesting stories in history and in the Bible. We are going to see how Joseph rose from obscurity to prominence in spite of envy, hatred and opposition from his relatives. We are going to see the qualities he had by which he was able to succeed so wonderfully in his life. We are going to learn some interesting lessons from the life and leadership style of Joseph.

Step II

Reading passages are given to the students while teacher explains all the passages read, Gen. 37:1-28; Gen. 41:1-57; Gen. 45:1-15.

Pictures of Joseph's story are used for illustration.

Step III

Students are to discuss some of their dreams.

- Read and summarize biblical passages
- List out leadership qualities of Joseph
- Explain what enabled Joseph to be a good leader
- Students to compare Joseph's leadership style with that of a present day Club leader, head prefect, State governor etc.

Moral Lessons

- (i) Students are to study the story of Joseph and adopt Joseph as a model of good character which are:
 - (a) Ability to understand the will of God through dream and dream interpreter
 - (b) Faithfulness to God and to his master, Portiphar
 - (c) An effective administrator and accountable officer
 - (d) A forgiving spirit ability to forgive your enemies
- (ii) Pray to God for the kind of talents and qualities Joseph had to be given to you also for your success in life.

Evaluation

Teacher asks questions from the treated topic.

- 1) briefly narrate the story of Joseph;
- 2) explain how Joseph used his talent in the passage read;
- 3) explain the secrets of Joseph's success as a governor; and

- 4) compare Joseph's leadership style with that of a modern day governor.

Summary/Conclusion

Teacher answers questions from students. Once again teacher summarises the topic to the understanding of the students.

Assignment

Write a short story of a particular leader you know in your family and list out his leadership qualities.

QUASI-EXPERIMENTAL GROUP 2

LESSON PLAN 2

Subject: Christian Religious Studies

Theme: Leadership of Joseph

Topic: Joseph's Early Life and Arrival in Egypt

Class: S.S. II

Duration: 40 Minutes

Previous Knowledge: Students are familiar with leadership in their homes, schools and churches.

Methods of Instruction: Posters instruction will be used.

Behavioural Objectives: At the end of the lesson the students should be able to:

- 1: narrate the story of Joseph;
- 2: identify Joseph's major talents and how he used them for God's work;
- 3: explain what enables Joseph to be successful as a good leader; and
- 4: compare Joseph's leadership style with what is common today.

Presentation:

Teacher presents the lesson to the students as follows:

Introduction: In this lesson, we are going to discuss one of the most interesting stories in history and in the Bible. We are going to see how Joseph rose from obscurity to prominence in spite of envy, hatred and opposition from his relatives. We are going to see the qualities he had by which he was able to succeed so wonderfully in his life. We are going to learn some interesting lessons from the life and leadership style of Joseph.

Step II

Reading passages are given to the students while teacher explains all the passages read, Gen. 37:1-28; Gen. 41:1-57; Gen. 45:1-15.

Step III

Students are to discuss some of their dreams.

- Read and summarize biblical passages
- List out leadership qualities of Joseph
- Explain what enabled Joseph to be a good leader
- Students to compare Joseph's leadership style with that of a present day Club leader, head prefect, State governor etc.

Moral Lessons

- (i) Students are to study the story of Joseph and adopt Joseph as a model of good character which are:
 - (a) Ability to understand the will of God through dream and dream interpreter
 - (b) Faithfulness to God and to his master, Portiphar
 - (c) An effective administrator and accountable officer
 - (d) A forgiving spirit ability to forgive your enemies
- (ii) Pray to God for the kind of talents and qualities Joseph had to be given to you also for your success in life.

Evaluation

Teacher asks questions on the treated topic.

- 1) briefly narrate the story of Joseph;
- 2) explain how Joseph used his talent in the passage read;
- 3) explain the secrets of Joseph's success as a governor; and
- 4) compare Joseph's leadership style with that of a modern day governor.

Summary/Conclusion

Teacher answers questions from students. Once again teacher summarises the topic to the understanding of the students.

Assignment

Write a short story of a particular leader you know in your family and list out his or her leadership qualities.

Instructional Aids: Posters of Joseph and his brothers' and leadership in Nigeria.

EXPERIMENTAL GROUP 1

LESSON PLAN 3

Subject: Christian Religious Studies

Theme: God's Care for His People

Topic: Guidance, Provision and Protection

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible, R.S.V., CRS Test Book

Instructional Aids: Pictures and posters showing how God cares for His people by providing their needs, guiding them and protecting them from dangers.

Previous Knowledge: Students have learnt how God guided Joseph and provided for him throughout his assignment in Egypt. They are familiar with the provision, guidance and protection over them by their parents.

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

- 1: identify different ways in which God guided the Israelite;
- 2: recognise the importance of obedience and prayers in the acceptance of God's guidance;
- 3: list different ways by which God is guiding His people today;
- 4: list different ways in which God provided for people of Israel;
5. recognise the fact that God still provides for people today;
6. recognise God's protective power over the Israelites; and
7. confirm that God's power of protection exists at all times.

Presentation:

Introduction

In this topic we shall learn that when God leads His people they are much safer for God sees ahead and makes His plans accordingly. We shall also examine the ways God provided for the Israelites and other people in times of need and God's wonderful care and ability to perform miracles in order to save His people at the time of danger. God cares, guides and protects His people both as individuals and as a group. Therefore we must learn to trust Him as a group and as individuals.

Teacher asks questions on the previous lesson on Joseph.

Guardian – 1st Topic, 1st Lesson

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

- 1: identify different ways in which God guided the Israelite;
- 2: recognise the importance of obedience and prayers in the acceptance of God's guidance; and
- 3: list different ways by which God is guiding His people today.

Step I:

Biblical passages will be read in the following:

- (i) on God's guidance (Exo. 13:17-22, Josh 8:1-22, Heb. 1:1, Matt 11:27-30). Teacher will explain the passages read to the students' understanding. Relevant pictures and posters on God's guidance will be presented to enhance learning.

Teacher will explain the way God guided the Israelites on their way to Canaan land in the wilderness. That three basic things are required for God's guidance.

- (i) **Knowledge:** one must understand the word of God and listen to the voice of the Holy Spirit.

(ii) **Faith:** The next is to have faith in the word of God and belief in the guidance of the Holy Spirit to lead and guide us.

(iii) **Obedience:** We must obey what God says if we must benefit from his promises.

Provision – 2nd Topic – 2nd Lesson

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

- 1: list different ways in which God provided for people of Israel; and
2. recognise the fact that God still provides for people today;

Step II

Biblical passages on God's provision would be read – (Exo. 16:1-21, 17:1-7, 13:20-22, 1 Kings 17:1-16).

Explanations on the biblical passage read will be done. Pictures and posters showing God's provisions will be used to enhance learning.

Class will discuss God's provision for His people.

- (i) He gave them manna from heaven
- (ii) He rained quails as flesh from heaven
- (iii) He gave them water from the rock when they were thirsty
- (iv) God sustained Elijah and the Zarephat woman during draught
- (v) God requires our obedience to effect His provision and the need to always ask when we are in need from God and people around us.

Protection – 3rd Topic – 3rd Lesson

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

1. recognise God's protective power over the Israelites; and
2. confirm that God's power of protection exists at all times.

Step III

Biblical passages are read on protection

God's protection over the Israelite (Exo. 14:10-31) God delivered the Israelites on the way to the promised land. He divided the red sea and made way for them against the Egyptians who were bent on destroying them. A pillar of Cloud surrounding them by day and a pillar of fire by night.

God's protection over an individual. The story of how Daniel was delivered from the lion's den (Daniel 6:16-23). God protected him and put his enemies to shame.

God's protection is available for all people at all times (Psalm 91).

For those who today belief and put their faith and trust in God in times of trouble, epidemic or pandemic, it will not affect the believers of God.

Moral Lessons

- (i) We should value the Bible as a guide book given by God to help people succeed in life.
- (ii) We should pray every day and expect God to guide us in everything we do and everywhere we go.
- (iii) Belief God to provide your own needs all through life and you should trust and obey His word.
- (iv) We should trust God everyday for protection against all kinds of dangers and evil plans against our lives.

Evaluation

Teacher asks questions on the treated topic.

- (i) List the different ways by which God is guiding His people today.
- (ii) List the different ways by which God provided for His children in the Bible.
- (iii) Narrate the story of Daniel's deliverance from the lion's den.

(iv) [Narrate the story of Israel's miraculous crossing of the red sea.

Summary/Conclusion

Teacher once again summarises the passages and explains any area of difficulty to the students.

A song will be sang to conclude the lesson: "God will make a way where there seems to be no way...".

EXPERIMENTAL GROUP 2

LESSON PLAN 3

Subject: Christian Religious Studies

Theme: God's Care for His People

Topic: Guidance, Provision and Protection

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible, R.S.V., CRS Test Book

Instructional Aids: Pictures showing how God cares for His people by providing their needs, guiding them and protecting them from dangers.

Previous Knowledge: Students have learnt how God guided Joseph and provided for him throughout his assignment in Egypt. They are familiar with the provision, guidance and protection over them by their parents.

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

- 1: Identify different ways in which God guided the Israelite
- 2: Recognise the importance of obedience and prayers in the acceptance of God's guidance
- 3: List different ways by which God is guiding His people today
- 4: List different ways in which God provided for people of Israel
5. Recognise the fact that God still provides for people today
6. Recognise God's protective power over the Israelites
7. Confirm that God's power of protection exists at all times

Presentation:

Introduction

In this topic we shall learn that when God leads His people they are much safer for God sees ahead and makes His plans accordingly. We shall also examine the ways God provided for the Israelites and other people in times of need and God's wonderful care and ability to perform miracles in order to save His people at the time of danger. God cares, guides and protects His people both as individuals and as a group. Therefore we must learn to trust Him as a group and as individuals.

Teacher asks questions on the previous lesson on Joseph.

Step I

Biblical passages will be read in the following 1st period:

- (i) on God's guidance (Exo. 13:17-22, Josh 8:1-22, Heb. 1:1, Matt 11:27-30). Teacher will explain the passages read to the students' understanding. Relevant pictures on God's guidance will be presented to enhance learning.

Teacher will explain the way God guided the Israelites on their way to Canaan land in the wilderness. That three basic things are required for God's guidance.

- (i) **Knowledge:** one must understand the word of God and listen to the voice of the Holy Spirit.
- (ii) **Faith:** The next is to have faith in the word of God and belief in the guidance of the Holy Spirit to lead and guide us.
- (iii) **Obedience:** We must obey what God says if we must benefit from his promises.

Step II

Biblical passages on God's provision would be read – 2nd period (Exo. 16:1-21, 17:1-7, 13:20-22, 1 Kings 17:1-16).

Explanations on the biblical passage read will be done. Pictures showing God's provisions will be used to enhance learning.

Class will discuss God's provision for His people.

- (i) He gave them manna from heaven
- (ii) He rained quails as flesh from heaven
- (iii) He gave them water from the rock when they were thirsty
- (iv) God sustained Elijah and the Zarephat woman during draught
- (v) God requires our obedience to effect His provision and the need to always ask when we are in need from God and people around us.

Step III

Biblical passages are read on protection – 3rd period.

God's protection over the Israelite (Exo. 14:10-31) God delivered the Israelites on the way to the promised land. He divided the red sea and made way for them against the Egyptians who were bent on destroying them. A pillar of Cloud surrounding them by day and a pillar of fire by night.

God's protection over an individual. The story of how Daniel was delivered from the lion's den (Daniel 6:16-23). God protected him and put his enemies to shame.

God's protection is available for all people at all times (Psalm 91).

For those who today belief and put their faith and trust in God in times of trouble, epidemic or pandemic, it will not affect the believers of God.

Moral Lessons

- (i) We should value the Bible as a guide book given by God to help people succeed in life.
- (ii) We should pray every day and expect God to guide us in everything we do and everywhere we go.

- (iii) Belief God to provide your own needs all through life and you should trust and obey His word.
- (iv) We should trust God everyday for protection against all kinds of dangers and evil plans against our lives.

Evaluation

Teacher asks students questions on the treated topic`.

- (i) List the different ways by which God is guiding His people today.
- (ii) List the different ways by which God provided for His children in the Bible.
- (iii) Narrate the story of Daniel's deliverance from the lion's den.
- (iv) Narrate the story of Israel's miraculous crossing of the red sea.

Summary/Conclusion

Teacher once again summarises the passages and explains any area of difficulty to the students.

A song will be sang to conclude the lesson: "God will make a way where there seems to be no way...".

EXPERIMENTAL GROUP 3

LESSON PLAN 3

Subject: Christian Religious Studies

Theme: God's Care for His People

Topic: Guidance, Provision and Protection

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible, R.S.V., CRS Test Book

Instructional Aids: Posters showing how God cares for His people by providing their needs, guiding them and protecting them from dangers.

Previous Knowledge: Students have learnt how God guided Joseph and provided for him throughout his assignment in Egypt. They are familiar with the provision, guidance and protection over them by their parents.

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

- 1: Identify different ways in which God guided the Israelite
- 2: Recognise the importance of obedience and prayers in the acceptance of God's guidance
- 3: List different ways by which God is guiding His people today
- 4: List different ways in which God provided for people of Israel
5. Recognise the fact that God still provides for people today
6. Recognise God's protective power over the Israelites
7. Confirm that God's power of protection exists at all times

Presentation:

Introduction

In this topic we shall learn that when God leads His people they are much safer for God sees ahead and makes His plans accordingly. We shall also examine the ways God provided for the Israelites and other people in times of need and God's wonderful care and ability to perform miracles in order to save His people at the time of danger. God cares, guides and protects His people both as individuals and as a group. Therefore we must learn to trust Him as a group and as individuals.

Teacher asks questions on the previous lesson on Joseph.

Step I

Biblical passages will be read in the following 1st period:

- (i) on God's guidance (Exo. 13:17-22, Josh 8:1-22, Heb. 1:1, Matt 11:27-30). Teacher will explain the passages read to the students' understanding. Relevant posters on God's guidance will be presented to enhance learning.

Teacher will explain the way God guided the Israelites on their way to Canaan land in the wilderness. That three basic things are required for God's guidance.

- (i) **Knowledge:** one must understand the word of God and listen to the voice of the Holy Spirit.
- (ii) **Faith:** The next is to have faith in the word of God and belief in the guidance of the Holy Spirit to lead and guide us.
- (iii) **Obedience:** We must obey what God says if we must benefit from his promises.

Step II

Biblical passages on God's provision would be read – 2nd period (Exo. 16:1-21, 17:1-7, 13:20-22, 1 Kings 17:1-16).

Explanations on the biblical passage read will be done. Posters showing God's provisions will be used to enhance learning.

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Biblical passages are read on protection – 3rd period.

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Moral Lessons

- (i) We should value the Bible as a guide book given by God to help people succeed in life.
- (ii) We should pray every day and expect God to guide us in everything we do and everywhere we go.

- (iii) Belief God to provide your own needs all through life and you should trust and obey His word.
- (iv) We should trust God everyday for protection against all kinds of dangers and evil plans against our lives.

Evaluation

Teacher asks questions from the treated topics.

- (i) List the different ways by which God is guiding His people today.
- (ii) List the different ways by which God provided for His children in the Bible.
- (iii) Narrate the story of Daniel's deliverance from the lion's den.
- (iv) Narrate the story of Israel's miraculous crossing of the red sea.

Summary/Conclusion

Teacher once again summarises the passages and explains any area of difficulty to the students.

A song will be sang to conclude the lesson: "God will make a way where there seems to be no way...".

CONTROL GROUP

LESSON PLAN 3

Subject: Christian Religious Studies

Theme: God's Care for His People

Topic: Guidance, Provision and Protection

Class: S.S. II

Duration: 40 Minutes

Reference Book: The Holy Bible, R.S.V., CRS Test Book

Method of Instruction: Conventional methods will be used.

Previous Knowledge: Students have learnt how God guided Joseph and provided for him throughout his assignment in Egypt. They are familiar with the provision, guidance and protection over them by their parents.

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

- 1: Identify different ways in which God guided the Israelite
- 2: Recognise the importance of obedience and prayers in the acceptance of God's guidance
- 3: List different ways by which God is guiding His people today
- 4: List different ways in which God provided for people of Israel
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6. Recognise God's protective power over the Israelites
7. Confirm that God's power of protection exists at all times

Presentation:

Introduction

In this topic we shall learn that when God leads His people they are much safer for God sees ahead and makes His plans accordingly. We shall also examine the ways God provided for the Israelites and other people in times of need and God's wonderful care and ability to perform miracles in order to save His people at the time of danger. God cares, guides and protects His people both as individuals and as a group. Therefore we must learn to trust Him as a group and as individuals.

Teacher asks questions on the previous lesson on Joseph.

Step I

Biblical passages will be read in the following 1st period:

- (i) on God's guidance (Exo. 13:17-22, Josh 8:1-22, Heb. 1:1, Matt 11:27-30). Teacher will explain the passages read to the students' understanding.

Teacher will explain the way God guided the Israelites on their way to Canaan land in the wilderness. That three basic things are required for God's guidance.

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- (iii) **Obedience:** We must obey what God says if we must benefit from his promises.

Step II

Biblical passages on God's provision would be read – 2nd period (Exo. 16:1-21, 17:1-7, 13:20-22, 1 Kings 17:1-16).

Explanations on the biblical passage read will be done.

Class will discuss God's provision for His people.

- (i) He gave them manna from heaven
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- (v) God requires our obedience to effect His provision and the need to always ask when we are in need from God and people around us.

Step III

Biblical passages are read on protection – 3rd period.

God's protection over the Israelite (Exo. 14:10-31) God delivered the Israelites on the way to the promised land. He divided the red sea and made way for them against the Egyptians who were bent on destroying them. A pillar of Cloud surrounding them by day and a pillar of fire by night.

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For those who today belief and put their faith and trust in God in times of trouble, epidemic or pandemic, it will not affect the believers of God.

Moral Lessons

- (i) We should value the Bible as a guide book given by God to help people succeed in life.
- (ii) We should pray every day and expect God to guide us in everything we do and everywhere we go.
- (iii) Belief God to provide your own needs all through life and you should trust and obey His word.

- (iv) We should trust God everyday for protection against all kinds of dangers and evil plans against our lives.

Evaluation

Teacher asks questions from the treated topics.

- (i) List the different ways by which God is guiding His people today.
- (ii) List the different ways by which God provided for His children in the Bible.
- (iii) Narrate the story of Daniel's deliverance from the lion's den.
- (iv) Narrate the story of Israel's miraculous crossing of the red sea.

Summary/Conclusion

Teacher once again summarises the passages and explains any area of difficulty to the students.

A song will be sang to conclude the lesson: "God will make a way where there seems to be no way...".

APPENDIX IV

1. BUDGET

ITEMS	UNIT COST (N)	TOTAL (N)	BRAND
a. Personal Computer (PC)	1 @ 160,000	160,000	HP Pavilion G8
b. A Smart Phone	1 @ 120,000	120,000	Window Phone
c. Printer	1 @ 60,000	60,000	HP LaserJet Pro 408
d. Duplicating Sheet	12 Carton @ 6,000	72,000	80 Grammes
e. Modem	1 @ 7,000	7,000	HSPDA
f. Maintenance of the Items Above	100,000	100,000	HP cartridges airtime (recharge cards) etc
g. Tuition Fees	5 Sessions @ 120,000	600,000	
h. Transportation	14 trips @ 10,000	140,000	From New Bussa to Minna, Niger State to visit the Niger State Ministry of Education and some selected schools
i. Research Assistants	6 @ 50,000	300,000	
j. Contingencies:			
i. Purchase of Giga Bytes	1.5 Giga bytes @ 1500 ^30 months	45,000	Giga bytes from MTN
for Browsing	350,000	350,000	
ii. Others e.g. Feeding, etc.			
GRAND TOTAL		N1, 954000:00	

2. SOURCES

- a. Personal Savings.
- b. Contributions from my Husband

APPENDIX V TIMELINE

	27th Oct., 2013	27th Jan., 2014	27th April, 2014	27th July, 2014	29th Oct., 2014	27th Jan., 2015	27th April, 2015	27th July, 2016	27th Aug, 2016	27th Sept., 2016	27th Oct., 2016	27th Nov., 2016	27th Dec., 2016	27th Jan., 2017	27th Feb., 2017	21st Mar., 2017	27th April, 2017	27th May 2017	27th June 2017	27th July, 2017	27th Aug, 2017	27th Sept., 2017	27th Oct., 2017	27th Nov., 2017	27th Dec., 2017	27th Jan., 2018	27th Feb., 2018	27th Mar., 2018	27th April, 2018	27th May., 2018
MONTHS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	32	33	34	35	36	37	38	39	40	41	47
TASKS																														
Submission of Synopsis																														
Survey of Literature																														
Protocol Writing																														
Protocol Defense																														
Data Gathering																														
Thesis Writing																														
Writing the Introduction																														
Revising the Introduction																														
Writing the Methodology																														
Revising the Methodology																														
Editing the Protocol																														
Field																														
Computing and Analysing the Statistics																														
Computing Results																														
Revising Results																														
Discussing the Findings																														
Revising the Discussion on findings																														
Drawing Conclusions																														
Revising Conclusions																														
Thorough Editing of the Whole Thesis																														
Writing the Front Matters																														
Revising the Draft of the Front Matters																														
Sending Written Abstract to PG School for Final Defence																														
Waiting period																														
Town-Hall Defence																														
Final Printing, Binding and Clearance.																														

