

**AVAILABILITY OF CHRISTIAN RELIGIOUS TEACHERS AND STUDENT
PERFORMANCE IN JUNIOR SECONDARY SCHOOL IN OVIA NORTH EAST
LOCAL GOVERNMENT OF EDO STATE**

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MAY 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATION, FACULTY OF EDUCATION, UNIVERSITY
OF BENIN IN PARTIAL FUFILLMENT FOR THE AWARD OF BACHELORS
OF ARTS(B.A (Ed) DEGREE IN RELIGIOUS EDUCATION**

MAY, 2024

CERTIFICATION

We, the undersigned, certify that the research work carried out by Aisha Oghenekevwe Aromeh in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

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DEDICATION

To God Almighty for his loving kindness and affections towards me; giving me life, good health and strength to deliver this project.

ACKNOWLEDGEMENTS

The researcher sincere appreciation goes to almighty God for seeing her through from 100lvl to final year, for his grace and mercy.

My special thanks goes to my project supervisor Dr. V. S. Ebohon who has been patient encouraging and supporting to me throughout the course of this research work, may almighty God continue to bless you and your family. Also to my HOD Dr. A.E Osawaru.

My sincere appreciation goes to my parents, Mr & Mrs Aromeh for their love, prayers, advice, financial support and care.

Lastly, I want to offer my sincere gratitude to my siblings(Mariam, Fatima, Muktair) and friends(Super, Judith, Hermajesty, Vivian, Efosa, Emmanuel , Nafisat) for their love and encouragement.

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CHAPTER ONE

INTRODUCTION

Background to the Study

During the crucial phases of cognitive and moral development in junior secondary schools, the impact of CRS education and the presence of teachers play a significant role. Adolescents in junior secondary school, typically between the ages of 11 and 14, experience a crucial period during which they form essential values and attitudes. At this period, students are struggling with intricate inquiries regarding their identity, values, and position in the world (steinberg, 2014). The presence of competent CRS teachers can have a substantial effect on students' level of involvement and assimilation of Christian teachings, ultimately shaping their academic achievement and general growth (Barnes, 2014).

The role of religion on education has been a topic of significant deliberation and discourse on a global scale. Religious education, in its diverse manifestations, is an essential component of the curriculum in numerous nations, functioning as a vehicle for transmitting knowledge, values, and ethical principles to pupils. Christian Religious Studies (CRS) is a specialist discipline of religious education that is particularly important in educational systems with a strong Christian heritage (Ipgrave, 2013).

Christian Religious Studies is crucial in influencing the intellectual, ethical, and spiritual growth of students. CRS facilitates the development of a profound comprehension of the Christian faith, its extensive cultural customs, and its impact on the

wider social and historical context by examining Christian beliefs, teachings, and practices. This knowledge has the potential to facilitate discussions between different religious beliefs, encourage acceptance and understanding, and enhance the overall growth and well-being of individuals.

Christian Religious Studies, is widely recognized as a crucial element of a comprehensive education in various regions across the globe. It goes beyond teaching Christian beliefs and delves into the examination of ethical principles and moral ideals that are fundamental to the Christian heritage. Through active exploration of the intricacies of religious beliefs and practices, students develop a deeper understanding and respect for the wide range of human experiences and the influence of faith in shaping individual and social viewpoints.

Although the significance of CRS education is acknowledged, there are notable obstacles in guaranteeing its efficient implementation within the school system. An urgent concern is the accessibility of proficient and skilled CRS teachers. In numerous areas, there is an insufficient number of professors who possess the essential knowledge and specialized training in Christian theological studies to adequately fulfill the need.

This disparity can be influenced by various factors, including the prestige associated with the teaching profession, the level of specialized training required, and the sociocultural conceptions of religious education. Teaching religious subjects may be perceived as less prestigious or desired than other academic fields in certain situations, which poses challenges in recruiting and retaining qualified CRS teachers.

The presence of CRS teachers is thought to have a substantial influence on student performance and educational achievements in the subject (Francis and Penny, 2014). When students are provided with highly skilled and committed CRS teachers, they are more inclined to actively participate in the subject matter, cultivate a profound comprehension of Christian beliefs and values, and exhibit superior academic achievements. On the other hand, if there is a shortage of highly skilled CRS teachers or if there are instructors who are not as qualified, it might impede students' learning and have a negative impact on their overall success in the topic. In the absence of competent and proficient CRS teachers, students may encounter difficulties in comprehending the intricacies of religious doctrines, lose out on chances for significant dialogues and contemplations, and fall short in cultivating a comprehensive comprehension of the Christian religion and its pertinence to their existence.

In addition to the skills and expertise of the teachers, other factors including the curriculum quality, instructional approaches, level of student participation, and overall educational and social environment might influence student achievements. In situations when the CRS curriculum is obsolete, disjointed, or lacks a well-defined pedagogical structure, students may encounter difficulties in relating the content to their real-life experiences, resulting in reduced levels of engagement and worse academic achievement. In the same way, if the instructional methods employed in CRS classrooms are excessively didactic or do not cater to various learning types, students may lose interest and exhibit subpar learning results.

The wider educational and social context can also impact the correlation between the availability of CRS teachers and student success. In schools that have low resources, a high number of students per teacher, or a lack of opportunities for professional development for teachers who use the Curriculum and Resource System (CRS), the quality of teaching and the overall learning experience may be impaired, which can ultimately have a negative impact on student performance.

Analyzing the relationship between the presence of CRS teachers and student achievement will help find areas for improvement and apply focused interventions that can increase the educational experience and academic outcomes of students in the subject. By engaging in this practice, it can provide valuable perspectives on the significance of incorporating religious education into a comprehensive educational curriculum. This can facilitate the growth of students' cognitive, moral, and spiritual abilities, empowering them to effectively interact with many religious and cultural environments they may come across in their lives. The obtained knowledge can improve future research and result in a deeper understanding of the various factors involved in the delivery and impact of CRS education. The findings of this study can also enhance the current discussion on the impact of religious education in promoting overall development of students and equipping them for the diverse problems and possibilities they will face in the 21st century.

Statement of the Problem

The lack of qualified Christian Religious Studies (CRS) teachers is a prominent issue in the Nigeria educational systems, as it directly influences the level of religious education and the academic achievements of students in this particular field. Nevertheless, the supply of qualified CRS teachers, especially at the junior secondary school level, often falls short of demand.

The main challenge in ensuring an adequate number of skilled CRS teachers is from the perception and public opinion around the teaching profession. Teaching Christian Religious Studies (CRS) sometimes requires specific training and experience beyond what is covered in regular teacher preparation programs, which limits the number of certified CRS teachers. The uneven distribution of CRS teachers across schools, particularly in rural or disadvantaged areas, can lead to disparities in the accessibility of high-quality CRS education.

The scarcity of qualified CRS teachers can greatly influence students' academic performance and educational achievements. Notable concerns in this situation involve a deficiency in specialized knowledge, a decline in the standard of teaching, an increase in disparities in performance, and the failure to take advantage of possibilities for comprehensive growth. Given the importance of the availability of qualified teachers in improving student learning outcomes, there is need to investigate the availability of teachers and students' performance in Ovia North East Local Government Area.

Research Questions

The following research questions were raised to guide the study:

1. How does the availability of qualified Christian religious studies teachers impact the student's performance of junior secondary school students in Ovia North East Local Government Area?
2. What are the factors that influences students' performance in Christian religious studies in Ovia North East Local Government Area?
3. To what extent do variations in the qualifications levels of Christian religious studies teachers affect the student's performance of junior secondary school students in Ovia North East Local Government Area?
4. To what extent do variations in the experience levels of Christian religious studies teachers affect the student's performance of junior secondary school students in Ovia North East Local Government Area?
5. Is there any correlation between the availability of Christian religious studies teachers and the student's performance of junior secondary school students in Ovia North East Local Government Area?

Purpose of the study

The aim of this research project is to investigate the availability of Christian Religious Studies (CRS) teachers on the academic performance of junior secondary school students in Ovia North East Local Government Area, Edo State. Specifically, this study sought to:

- To assess the availability of CRS Teachers
- To Evaluate the academic performance of junior secondary school students in CRS subjects.
- To Identify and analyze potential factors that may influence academic performance in Christian Religious Studies, including teacher-student ratio, teaching methodologies, and access to educational resources.
- To develop evidence-based recommendations to stakeholders, including educational policymakers, school administrators, and relevant authorities.

Significance of the Study

This study will benefit stakeholders involved in the educational system, including school administrators, policymakers, teachers, parents, and the general public. By investigating the correlation between the availability of CRS teachers and student performance, valuable insights can be gleaned to inform decision-making processes aimed at enhancing the quality of education provided in these schools. This study will focus on junior secondary school students, highlighting areas for improvement in teaching methodologies, curriculum development, and teacher training programs. The findings can serve as a foundation for developing targeted intervention strategies to

address deficiencies in CRS education. The study contributes to the existing knowledge in religious studies education by exploring the relationship between teacher availability and student performance. It also has the potential to stimulate further research in related areas, fostering a culture of ongoing inquiry and scholarly investigation, ultimately benefiting students, educators, and the wider community.

Scope and Delimitation of the Study

This study examines the availability of Christian religious studies teachers and their influence on student academic achievement in junior secondary schools located in the Ovia North East Local Government Area of Edo State. The study will focus exclusively on junior secondary schools (JS 1, JS 2, and JS 3) located within the Ovia North East Local Government Area in Edo State. It will not include senior secondary schools or other educational institutions inside and outside of this locality. In addition, the study will focus exclusively on examining the influence of the availability of Christian religious studies teachers on student performance, while excluding any other variables that could potentially affect academic results.

Definition of Terms

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

Non- Availability: Non-availability refers to the condition of something not being accessible, vacant, or capable of being utilized.

Qualified: Having met the necessary requirements and obtained the appropriate certification to do a specific job.

Teacher: A teacher is somebody who imparts knowledge and instructs others, typically within an educational institution.

Teaching: The vocation, calling, or labor of an educator.

Learning: The process of acquiring knowledge or abilities through study, experience, or instruction.

Christian: Pertaining to or declaring adherence to Christianity or its doctrines.

Religious: Pertaining to or adhering to a certain religion.

Studies: The dedicated allocation of time and focus towards acquiring knowledge in an academic field, particularly via the use of books.

CHAPTER TWO

REVIEW OF RELATED LITEERATURE

The literature for this study was reviewed under the following sub-headings:

- ❖ Concept of Christian Religious Studies
- ❖ Availability of Qualified CRS Teachers and their Impact of on students' Performance
- ❖ Factors that influence students' performance in Christian religious studies
- ❖ Variations in the Qualifications of CRS Teachers and Student Performance
- ❖ Variations in the Experience Levels of CRS Teachers and Student Performance
- ❖ Correlation Between the Availability of Christian Religious Studies Teacher and Student Performance in Christian Religious Studies
- ❖ Summary of Reviewed Literature

Concept of Christian Religious Studies

Christian religious education focuses on the examination of God's communication to humanity via sacred texts, the individual of Jesus Christ, and the Holy Spirit (the exploration of the Trinity). Christian religious studies is considered one of the most important disciplines in Nigeria nowadays. It is certain that studying Christian religious studies has a significant impact on students' moral development in the majority of Nigerian society. European missionaries introduced the topic of education into the Nigerian school system, aiming to convert Nigerians to the Christian faith. The inclusion of religious knowledge (CRS) as a topic in the arts curriculum emerged with the

introduction of other courses such as science and technology after the federal government of Nigeria's assumption of control over most schools in the country.

In Nigeria, Junior secondary schools prominently teach Christian religious studies (CRS). It plays a crucial role in promoting the moral and spiritual welfare of people in society. The primary objective of CRS is to equip individuals with a strong moral foundation. This includes providing Nigerian youths with opportunities to deepen their understanding of God and develop their faith. Additionally, Christian religious studies aim to encourage young people to accept Christ as their savior and cultivate Christian values such as humility, respect, love, and justice. Furthermore, Christian religious studies seek to instill in youth the values of tolerance, reconciliation, peaceful coexistence, and nonviolence. Lastly, CRS aims to foster a spirit of respect for all individuals and human life. Missionaries introduced Christian Religious Studies (CRS), a prominent topic, to the Nigerian education system when they established schools in the 19th century. The objective was to educate individuals who would greatly contribute to the overarching purpose of the colonial trinity, which included the promotion of Christianity, colonization, and trade. To accomplish this, the primary components of their school system's curriculum were Bible studies, arithmetic, and the English language for communication. Nsongu (2011) stated that the school system placed significant emphasis on comprehending God's role in men's lives to fully execute the content.

The primary goal of incorporating CRS into the school curriculum is to cultivate a generation of individuals capable of independent thinking, demonstrating respect for

others' perspectives and emotions, recognizing the importance of hard work, and embodying the moral values outlined in the overarching national goals as responsible citizens. The primary school curriculum aims to shape and mold young students, equipping them with Christian attitudes and values that will guide them towards a purposeful and meaningful life. Creating a welcoming atmosphere and facilitating her academic development Akubue, 2012. The widespread moral deterioration in modern society is the driving force behind CRS, which raises unresolved problems about the incorporation of moral principles in education. Researchers have determined that Christian religious education provides students with the moral foundation they need to become morally upright individuals, leading to the production of disciplined graduates. "Moses (2014)" refers to the ordinary level subject known as "Bible Knowledge" in secondary school education. Studies have shown that the absence of moral instruction in school curricula is one of the main causes of moral decline in society. Other studies have also recognized religious education as the fundamental basis for moral ideals. Tsagba, in the year 2014.

According to Ali (2015), Christian religious studies is a discipline that seeks to cultivate Christian attitudes and values, including reverence for life, loyalty to constitutional authority, personal responsibility, and devotion to God and mankind. He views Christian religious studies as an academic field that strives to foster the learner's moral and spiritual transformation. Christian religious studies, or Christian Religious Studies, is the academic exploration of many aspects of Christian living, including love,

compassion, endurance, faith, forgiveness, hope in God, and positive interpersonal relationships. During the elementary school years, children transition into the preconvention stage, which is the first and most significant phase of moral comprehension. Pre-conventional children mostly exhibit a selfish attitude. They do not consider whether actions will contribute to the collective welfare but instead prioritize their own personal gain. Their primary response is to define morality as adhering to rules in order to avoid punishment. As individuals go from childhood to maturity, they often progress into the phase of conventional moral comprehension. Certain individuals may have developmental delays in this area, resulting in their reaching adulthood with a moral comprehension similar to that of children. People often refer to these individuals as sociopaths, narcissists, and those with antisocial personalities. Most individuals who attain conventional moral knowledge begin to conceive in terms of obligation, specifically a duty to advance the collective well-being.

Availability of Qualified CRS Teachers and their Impact of on students' Performance

The availability of qualified Christian Religious Studies (CRS) teachers plays a pivotal role in shaping the academic performance and overall development of students in junior secondary in Ovia North East Local Government schools. The availability of teachers is affected by multiple factors, such as the socio-economic environment, demographic patterns, organizational framework, and managerial approaches. The socio-economic contrasts between urban and rural areas might result in a lack of teachers, as

educators frequently choose metropolitan locations due to their superior amenities and employment opportunities. Socio-cultural issues, including social perceptions of the teaching profession, gender norms, and cultural expectations, might impact career decisions and the desire to pursue a career in teaching.

Demographic factors, including population expansion, migration trends, and the aging workforce, can also influence the availability of teachers in junior secondary schools. The rapid expansion in population in metropolitan areas may result in a higher need for teachers, while the decrease in population and movement of young professionals from rural areas may worsen the lack of instructors in distant regions.

Demographic changes, such as the increasing age of the workforce and the retirement of experienced teachers, might result in difficult-to-fill job openings. In order to maintain consistency and excellence in teaching, it is essential to engage in proactive planning and allocate resources towards the recruitment and training of new teachers, with a particular focus on investing in teacher education programs. The organizational structures and management methods used in schools also have an impact on the ability to attract and retain highly skilled instructors. Competent teachers are attracted and retained through effective school leadership, supportive work environments, and opportunities for professional development.

The presence of teaching resources, such as textbooks, instructional materials, and technology infrastructure, can have an influence on the efficacy and work satisfaction of teachers. Scarce resources can result in exhaustion, high turnover, and reduced teaching

effectiveness. Government laws and regulations have a substantial impact on the availability of teachers in junior secondary schools. Competitive pay, performance-based rewards, and professional development opportunities serve as incentives for individuals to choose teaching as a vocation. Effective collaboration among government agencies, educational institutions, and stakeholders is crucial in order to create and enforce policies that support the availability of teachers and provide fair access to high-quality education for every student.

This section examines the influence of qualified CRS teachers on students' performance.

Who is a Qualified CRS Teacher?

A competent CRS teacher's profile is mostly based on a strong academic background in theology and religious studies. To become a theologian, one usually has to get a bachelor's degree or a higher certification in a related discipline, such as Christian theology, religious studies, or divinity (Adelakun et al., 2020). These programs provide prospective teachers with a thorough understanding of Christian concepts, texts, history, and different theological viewpoints. This equips them with the essential intellectual basis to successfully teach the topic.

Nevertheless, academic credentials alone are insufficient to adequately characterize a competent CRS teacher. These teachers must also have a profound and sophisticated comprehension of the intricacies and subtleties of the Christian religion, along with the capability to adapt and use this information in a culturally appropriate and

sensitive way (Ogidi, 2019). A competent CRS teacher should possess extensive knowledge of the many faiths, traditions, and practices within Christianity, allowing them to properly instruct and interact with students from different religious backgrounds.

Further qualifications for an effective CRS teacher include strong pedagogical skills and a commitment to lifelong learning. To keep students engaged and help them understand complex theological concepts, teachers should use tactics including student-centered learning, inquiry-based approaches, and the use of technology and multimedia resources (Ogunji & Dailami, 2018). To keep abreast of the latest developments in their field and to enhance their teaching methods, competent CRS teachers should actively seek out opportunities for professional progress, such as attending seminars, conferences, and training programs. A certified CRS teacher should possess not just subject matter competence and pedagogical abilities but also a set of vital personal traits that are crucial for successful teaching and mentoring. The following items are included:

1. Proficient communication skills: For a CRS teacher, the ability to effectively articulate intricate thoughts and concepts in a clear and captivating manner is essential. This talent empowers them to encourage open discourse, stimulate debates, and build comprehension among their students (Adelakun et al., 2020).

2. Cultural sensitivity and respect for diversity: Recognizing the interconnectedness of religious beliefs and cultural circumstances, an effective CRS teacher should have a deep understanding and admiration for cultural variety. They need to make sure that their

lessons are accessible to all students and take into account the diverse backgrounds that they have (Ogidi, 2019).

3. Ethical and moral integrity: If they want their students to succeed, CRS teachers must set a good example. The principles and ideas they impart should be reflected in their strong moral convictions and their adherence to ethical standards (Ogunji & Dailami, 2018).

4. Cultivation of patience and empathy: Teaching religious studies often requires the cultivation of patience and empathy, since it includes navigating delicate subjects, individual convictions, and profound inquiries into existence. An effective CRS teacher should demonstrate qualities such as patience, empathy, and the capacity to provide a secure and encouraging learning atmosphere that encourages students to freely share their opinions and perspectives without apprehension of criticism (Adelakun, Omoba, & Akinola, 2020).

5. Passion and dedication: A good CRS instructor should have a lot of heart and soul into their work. To be an effective CRS educator, one must love what they do and be committed to helping their students grow intellectually and spiritually. Both the instructor and their students benefit greatly from these traits (Ogidi, 2019).

In addition, it is essential to recognize that being a certified CRS instructor is not a final destination but an ongoing process of growth and development. A teacher's qualifications and classroom performance may be greatly enhanced by regularly engaging with current

research, actively participating in professional learning networks, and striving for higher degrees or certifications (Ogunji & Dailami, 2018).

Impact of Qualified CRS Teachers on students' Performance

Experienced CRS teachers may greatly benefit their students' learning outcomes by adopting and using good pedagogical and content delivery strategies. Students are captivated by these professors' explanations of complex theological topics because of their deep understanding of Christian theory, scripture, and history (Ogunji & Dailami, 2018). Qualified CRS teachers encourages critical thinking, active learning, and subject matter mastery via the use of student-centered pedagogical practices such as class discussions, debates, and interactive activities (Adelakun, Omoba, & Akinola 2020).

Additionally, CRS teachers who excel in their craft greatly influence students' moral and ethical development. Teachers who take the time to study Christian moral and ethical teachings may help their students develop qualities like compassion, respect for others' dignity, and a commitment to working for social justice (Ogidi, 2019). This could positively influence students' behavior, judgment, and moral development, fostering their growth as responsible and active citizens. In addition, competent CRS teachers may guide their students through the complexities of faith, self-discovery, and personal growth by serving as role models and mentors. These teachers have the potential to help their students develop a nuanced understanding of Christianity and its intersection with other philosophies by fostering an environment that encourages open dialogue and respects many points of view (Ogidi, 2019).

Exposing students to a variety of religious views may help them better understand and embrace other cultures and become more attuned to the wide variety of human experiences. Successful CRS teachers have the potential to improve their students' academic outcomes by delivering lessons that are both culturally sensitive and grounded in real-world contexts. Teachers may help students better interact with and understand the material by drawing on the rich cultural and religious traditions of Nigerian communities (Adelakun, Omoba, & Akinola, 2020). Not only does this method make it easier to do well in school, but it also helps people feel good about themselves and connected to their heritage. In addition to making a difference in the classroom, professionally trained CRS teachers may make a difference in the larger educational community by advocating for religious education and highlighting the importance of religious literacy. These teachers may advocate for Christian Religious Studies and its role in helping students become culturally competent by working with school administration, PTAs, and religious groups in their communities (Ogunji & Dailami, 2018).

However, we must recognize that the impact of qualified Christian Religious Studies (CRS) teachers on their students' success extends far beyond their academic performance. By providing a safe space where they feel comfortable exploring existential questions, navigating ethical dilemmas, and developing a sense of meaning and purpose in their lives, these teachers may also have a positive impact on their students' spiritual and personal growth (Ogidi, 2019). A comprehensive teaching method may have far-reaching effects on students' well-being, flexibility, and overall happiness.

Factors that influence students' performance in Christian religious studies

Many factors affect how well junior secondary school students in Nigeria do in Christian Religious Studies (CRS). If teachers, legislators, and other stakeholders are serious about improving students' learning outcomes and academic performance, they must have a firm grasp of these elements:

1. Teachers' competence and qualifications

The qualifications and competence of CRS teachers significantly impact students' academic achievements (Adebayo, 2016). Teachers may better meet the needs of their students, encourage active participation, and foster a positive learning environment when they have the necessary academic qualifications, subject-matter expertise, and successful pedagogical practices (Amissah et al., 2016). The academic accomplishment of students in several disciplines, including CRS, is positively and directly correlated with teachers' qualifications, according to much research (Adeyemi & Salami, 2012).

2. Learning resources and facilities for acquiring knowledge

Teaching and learning in CRS can only be effective if students have access to sufficient resources. Well-equipped classrooms, libraries with up-to-date religious literature and reference materials, and educational technology can enhance students' understanding and retention of CRS concepts (Aderibigbe & Rasheed, 2021). Inadequate learning facilities and a lack of resources might make it hard for students to understand complex ideas and take part in class (Ajayi & Ekundayo, 2020).

3. Parental involvement and support

The level of involvement and support from parents greatly impacts students' success in school, and CRS in particular. According to Akinbote et al. (2017), students show more motivation, engagement, and academic achievement when their parents are involved in their education by providing guidance, encouragement, and home reinforcement of learning. Parents with a positive outlook on education and CRS in particular can foster a supportive learning environment and a strong grasp of the subject's relevance (Ogunode, 2020).

4. Student Motivation and Self-Efficacy

The performance of students in CRS is strongly influenced by their motivation and self-efficacy, which refers to their confidence in their academic abilities. Students who are highly driven and have a strong belief in their ability to succeed are more likely to continue working towards their goals even when faced with difficulties. They actively participate in the learning process and eventually obtain superior academic results (Ogunranti & Obadeyi, 2021). Variables such as inherent curiosity in the topic, perceived applicability of CRS to their daily life, and a nurturing educational setting might enhance student drive and belief in their own abilities (Ogunyemi & Okafor, 2018).

5. Pedagogical Approaches and Evaluation Methods

The ways in which CRS teachers teach and assess their students' progress significantly affect students' performance in school. Teaching approaches such as active learning, group projects, and practical applications, according to Owoeye and Yara (2011), may

enhance students' understanding and memorization of CRS concepts. Further, students' progress may be tracked continuously, and learning gaps can be addressed quickly via the use of feedback and formative assessment systems. Oyewole and Aderonmu (2020) found that this may lead to better academic achievement in the long run.

6. Socioeconomic and cultural factors

Additionally, socioeconomic and cultural variables might influence students' success in CRS. Students who come from low socioeconomic situations or who face cultural hurdles may have difficulties in obtaining educational resources, getting support from their parents, or experiencing a sense of belonging in the learning environment (Adamu & Kazeem, 2018). To alleviate possible hurdles to academic performance, tailored interventions may be implemented. These interventions may include giving financial support, using culturally sensitive teaching approaches, and creating inclusive learning environments.

Variations in the Qualifications of Christian Religious Studies (CRS) teachers and student performance

Adebayo (2016) contends that a teacher's pedagogical skills, subject matter competence, and academic qualifications have a significant influence on the academic success of her pupils. Teachers of CRS that have specific academic degrees, like a Bachelor of Christian Religious Studies, are more likely to have a deep understanding of the subject matter. Learning results for students may be greatly impacted by this improved knowledge (Amisshah et al., 2016).

In addition, the CRS teachers are equipped with the essential abilities to efficiently provide instruction and establish a conducive learning environment via professional training in teaching techniques and classroom management. A study conducted by Adeyemi and Salami (2012) revealed that CRS teachers who had received professional training had enhanced classroom management abilities, resulting in increased student engagement and academic achievement.

Continuous professional development (CPD) is essential for CRS teachers to remain up-to-date with the latest advancements in their area and improve their teaching methods, in addition to their original academic degrees and professional training. Continuing Professional Development (CPD) events, such as workshops, seminars, and conferences, provide CRS teachers the chance to enhance their understanding, acquire fresh teaching methodologies, and exchange successful approaches with their colleagues (Ogunyemi & Okafor, 2018).

A research conducted by Adedoyin and Olaleye (2020) found that Continuous Professional Development (CPD) activities significantly enhanced the subject matter expertise, teaching approaches, and student evaluation skills of CRS teachers, resulting in increased student performance. In addition, Continuing Professional Development (CPD) promotes cooperation among CRS teachers, allowing them to gain insights from one other's experiences and establish a supportive professional network (Akinbote et al., 2017).

Technology has become more crucial in education in the 21st century. According to Aderibigbe and Rasheed (2021), teachers who have a high level of skill in using technology and can successfully integrate it into their teaching methods have the ability to improve student involvement, motivation, and comprehension in CRS. Utilizing multimedia resources, internet platforms, and instructional software may enhance students' learning experience by offering interactivity and engagement, hence facilitating comprehension of complicated topics (Ajayi & Ekundayo, 2020).

It is important to understand that successfully using technology in the classroom needs not just technical proficiency, but also a deep understanding of teaching methods and a willingness to adjust instructional practices to make the most of technology (Oyewole & Aderonmu, 2020). In addition to academic qualifications, professional training, and technical competence, the motivation and dedication of CRS teachers are vital factors in determining student achievement. Teachers that are motivated and dedicated are more inclined to dedicate time and effort to preparing classes, giving personalized attention to students, and cultivating a favorable learning atmosphere (Adamu & Kazeem, 2018).

Ogunode (2020) conducted a research which revealed that CRS teachers who have intrinsic motivation and a strong commitment to their job shown greater levels of devotion, resulting in enhanced student engagement and academic performance. In addition, teachers who are motivated are more inclined to actively seek out professional

development opportunities and remain up-to-date with current educational trends. This, in turn, enhances their efficacy in the classroom (Ogunranti & Obadeyi, 2021).

Variations in the Experience Levels of CRS Teachers and Student Performance

Inexperienced CRS teachers, particularly those who have taught for less than five years, often have distinct difficulties in the classroom (Adebayo, 2016). Although they may have current academic knowledge acquired during the course of their education, they may be deficient in practical experience and the valuable insights obtained over years of teaching. Inexperienced teachers may have difficulties in effectively managing their classrooms, creating captivating instructional approaches, and catering to the different learning requirements of their students (Adeyemi & Salami, 2012).

Experienced CRS teachers have refined their pedagogical abilities through extensive classroom experience, allowing them to create successful teaching tactics that are customized to the varied learning requirements of their students (Adebayo, 2016). According to Adeyemi and Salami (2012), these teachers possess a more profound comprehension of curricular material, assessment procedures, and classroom management approaches. This knowledge may lead to enhanced student engagement and increased academic achievement.

A research conducted by Amissah et al. (2016) revealed that Christian Religious Studies (CRS) teachers who had accumulated over five years of teaching experience had superior classroom management abilities, resulting in a more favorable learning atmosphere and increased student engagement. Experienced teachers are often more

adept at managing classroom difficulties, upholding order, and cultivating a favorable learning environment, all of which may have a good influence on student motivation and academic performance.

Experienced Christian Religious Studies (CRS) teachers have enhanced their expertise in the topic by engaging in ongoing professional development, doing research, and applying their knowledge in practical settings (Ogunranti & Obadeyi, 2021). By acquiring a more thorough comprehension of the CRS curriculum, these teachers will be able to provide more detailed explanations, tackle student misunderstandings, and foster meaningful conversations that encourage critical thinking and conceptual comprehension (Akinbote et al., 2017).

A research conducted by Adedoyin and Olaleye (2020) found that students who were instructed by experienced teachers of Christian Religious Studies (CRS) demonstrated superior performance on standardized examinations and evaluations. This outcome may be attributed to the teachers' profound understanding of the subject matter and their adeptness in successfully conveying intricate ideas.

Experienced CRS teachers may function as excellent mentors for their less experienced colleagues, imparting their expertise, tactics, and exemplary methods (Ogunode, 2020). This mentoring program has the potential to enhance the professional growth of inexperienced teachers by assisting them in acquiring crucial skills and successfully managing the difficulties associated with teaching (Adamu & Kazeem, 2018).

In addition, experienced teachers may have a crucial impact on creating and overseeing professional development initiatives, workshops, and seminars for their colleagues. By imparting their knowledge and perspectives, they may enhance the ongoing enhancement of instructional methods within the CRS education community (Ogunyemi & Okafor, 2018).

Christian Religious Studies (CRS) teachers, by their extensive experience, get a profound comprehension of the changing educational environment and possess the ability to modify their teaching techniques to conform to current trends and optimal approaches (Aderibigbe & Rasheed, 2021). Experienced teachers possess a higher level of skill in incorporating technology into their teaching methods. They effectively use digital resources and technologies to improve student engagement and enhance the learning process (Ajayi & Ekundayo, 2020).

Furthermore, experienced teachers are likely to be more receptive to trying out novel instructional methods, given their self-assurance and proficiency, which enables them to make informed decisions and investigate fresh techniques to enhance student academic achievements (Oyewole & Aderonmu, 2020).

Correlation Between Christian Religious Studies Teacher and Student Performance in Christian Religious Studies

The qualifications and subject matter knowledge of teachers are crucial determinants of student achievement in Christian Religious Studies (CRS). According to Adebayo (2016), CRS teachers who have appropriate academic credentials, such as a

Bachelor's degree in Christian Religious Studies or a comparable discipline, have a more profound comprehension of the subject matter. Having this information allows teachers to provide excellent teaching, correct student misunderstandings, and encourage thoughtful debates that enhance critical thinking and conceptual comprehension (Amissah et al., 2016).

In addition, CRS teachers who actively engage in continual professional development opportunities and are updated on current advancements in the field are more proficient in delivering excellent instruction. Ogunranti and Obadeyi (2021) discovered that CRS teachers who participated in frequent professional development endeavors had higher pedagogical abilities, resulting in improved student learning results.

Proficient Christian Religious Studies (CRS) teachers use a variety of teaching methods and techniques for classroom control that promote student involvement and enhance the learning process. Akinbote et al. (2017) emphasized the significance of using interactive and student-centered pedagogical approaches, including as group discussions, debates, and real-life applications, to enhance students' comprehension and recall of Christian Religious Studies (CRS) themes.

In addition, CRS teachers who possess proficient classroom management abilities may provide an optimal learning environment by upholding discipline, cultivating a pleasant classroom atmosphere, and successfully handling student conduct (Adeyemi & Salami, 2012). The conducive atmosphere enables students to concentrate on acquiring

knowledge and actively engage in the educational process, so eventually improving their academic achievement.

The connection between Christian Religious Studies (CRS) teachers and their students is essential in influencing student academic achievement. Teachers that cultivate pleasant, respectful, and supportive connections with their students create an atmosphere that encourages trust, transparent communication, and a mutual dedication to education (Ogunode, 2020). In addition, CRS teachers may fulfill the role of mentors and exemplars, offering direction, motivation, and assistance to their students. According to Adamu and Kazeem (2018), students who had robust mentoring connections with their CRS teachers had elevated levels of enthusiasm, self-assurance, and academic accomplishment.

In the 21st century, the successful incorporation of technology and the accessibility of suitable educational materials are crucial for improving student achievement in Christian Religious Studies (CRS). According to Aderibigbe and Rasheed (2021), CRS teachers who have a strong command of educational technology, including multimedia materials, online platforms, and digital tools, are able to design learning experiences that are more captivating and participatory for their students. Having access to well-equipped libraries, religious texts, and reference resources may greatly improve students' comprehension and memory of Christian Religious Studies (CRS) themes (Ajayi & Ekundayo, 2020). CRS teachers who proficiently use these educational materials and provide guidance to students in their utilization may cultivate a more profound understanding of the subject topic.

The use of effective evaluation and feedback strategies by Christian Religious Studies (CRS) teachers is essential for the purpose of monitoring student progress, identifying areas that need improvement, and fostering the process of learning. Teachers that use formative assessments, such as quizzes, classwork, and projects, may get vital insights about students' comprehension and adjust their teaching methods appropriately (Oyewole & Aderonmu, 2020).

Moreover, offering prompt and beneficial feedback to students may assist them in identifying their areas of proficiency and areas for improvement, solidify their comprehension, and inspire them to persist in their learning endeavors (Ogunyemi & Okafor, 2018). CRS teachers that use efficient evaluation and feedback techniques may greatly increase student performance by targeting areas of learning deficiency and fostering ongoing progress.

The dedication and devotion of Christian Religious Studies (CRS) teachers to their vocation also have a substantial impact on molding student achievement (Adamu & Kazeem, 2018). Teachers that are motivated and devoted are more inclined to allocate time and exert effort in developing lesson plans, provide personalized attention to students, and make further efforts to guarantee the success of their students (Adebayo, 2016).

According to a research conducted by Ogunode (2020), students who were instructed by Christian Religious Studies (CRS) professors who shown high levels of desire and commitment demonstrated greater academic accomplishment than those who

were taught by teachers who were uninterested or lacked drive. Dedicated teachers act as exemplars, motivating their students to adopt the principles of diligence, resilience, and a passion for knowledge.

Summary of literature review

Christian Religious Studies (CRS) is an essential field of study in the Nigerian education system. Its primary objective is to cultivate strong moral principles and Christian virtues, including humility, respect, love, and justice, inside students. The reviewed literature studied the historical development of CRS, starting with the Reformation in the 16th century and continuing through the Enlightenment and Scientific Revolution. It also highlights the contemporary multidisciplinary approach of CRS.

Competent CRS teachers have a crucial impact on molding students' academic achievement and ethical growth. They have robust academic qualifications, considerable expertise in many Christian religions, traditions, and practices, and adept pedagogical skills. They facilitate the development of critical thinking skills, promote active engagement in the learning process, and foster a more profound comprehension of the subject matter. In addition, they act as mentors, nurturing intercultural comprehension and tolerance, advocating for religious instruction, and highlighting the significance of religious knowledge within the wider educational community.

Several elements that impact the academic performance of students in Christian Religious Studies (CRS) in Nigerian junior secondary schools include the qualifications and competence of teachers, the availability of educational resources, the level of parental

participation, student motivation and self-confidence, teaching methods, and socioeconomic and cultural factors. In the 21st century, the incorporation of technology in education is becoming more and more crucial. However, for integration to be effective, individuals must possess technical expertise, knowledge of teaching methodologies, and the capacity to adapt to instructional approaches.

CHAPTER THREE

METHODOLOGY

This Chapter deals with the methods and procedures used in carrying out the study and it is discussed under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Analysis

Research Design

The purpose of this research was to facilitate the researcher in predicting the optimal research choices in order to enhance the validity of the findings. A basic questionnaire was developed and originally administered to a focus group, which facilitated the refinement of the questionnaire. Afterwards, the questionnaires were distributed to a total of One Hundred (100) students from public schools.

Population of the Study

The population of this study consisted of twenty-four (24) secondary schools Junior Secondary School students in Ovia North-East Local Government Area of Edo

state with a population of 21,351 Junior secondary school students (JSS1-JSS3) in both private and public Secondary schools. (Ministry of Education, 2023). Following the large numbers of Secondary Schools in Ovia North-East Local Government Area, this study is narrowed down to cover ten (10) public secondary schools which were purposely selected.

Sample and Sampling Techniques

The sample of the population is a total number of One Hundred (100) students from the ten (10) public secondary schools in Ovia North-East Local Government Area of Edo State. Ten (10) students were randomly selected from each school, resulting in a total sample size of One hundred students (100) students.

Table 1: Sample Distribution of Respondents

S/N	NAME OF SCHOOL	LOCATION	SAMPLE SIZE
1	EBOMISI SECONDARY SCHOOL	EZOMO COLLEGE	10
2	EZOMO COLLEGE	ORA VILLAGE	10
3	ODIGHI GRAMMAR SCHOOL	ODIGHI VILLAGE	10
4	IGUADOR SECONDARY SCHOOL	UPPER SILOKO ROAD	10
5	NIFOR SECONDARY SCHOOL	NIFOR	10
6	UTOKA GRAMMAR SCHOOL	UTOKA	10
7	EKOSODIN SECONDARY SCHOOL	EKOSODIN VILLAGE	10
8	ARMY DAY SECONDARY SCHOOL	ISIOHOR	10
9	OSASIMWOBA SECONDARY SCHOOL	OSASINMWI OBA VILLAGE	10
10	OKADA URAM SCHOOL, OKADA	OKADA	10
	Total		100

Research Instrument

The instrument is a questionnaire comprising two sections (2) in which each sections contain a considerable amount of questions. Section (A) comprises of the personal information; the Section (B) is divided into different sub-sections. The items contain questions based on the research question raised. which are; does the impact of the availability of qualified Christian Religious Studies (CRS) teachers on student performance in junior secondary schools?, key factors influencing the academic performance of junior secondary school students in CRS subjects, does the variation of qualifications levels of Christian religious studies teachers affect the student's performance of junior secondary school students, does the variation of experience levels of Christian religious studies teachers affect the student's performance of junior secondary school students, and if there any correlation between the presence of qualified CRS teachers and the academic performance of students.

Validity of the Instrument

The research instrument was accessed by an expert, my supervisor and two lecturers from the Department of Educational Foundation, Faculty of Education, University of Benin to examine the appropriateness of the research instrument. Necessary corrections and suggestions were put into consideration before the final draft of the instrument was produced.

Reliability of the Instrument

To determine the reliability of the instrument it was administered to twenty (20) respondents who were not part of the study. After a week, the same instrument was administered to the same respondents . The two set of results gathered were analyze to establish the reliability of the instrument

Method of Data Collection

The questionnaire was conducted among the specified demographics to get their perspectives on the availability of Christian religious studies teachers and student academic achievement in junior secondary schools. The researcher explained the purpose of the questionnaires to the students, who then responded to the questionnaires. The researcher collected the completed questionnaire.

Method of Data Analysis

The data collected through the administered questionnaires were analyzed with the use of frequency count, and simple percentage.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is the presentation of results from the data obtained and discussion of findings based on the results from the data analyzed. The study investigated the availability of Christian Religious Teachers and students' performance in Junior Secondary school in Ovia North East, Edo State.

Presentations of Results

Research Question One (1): Does the availability of qualified Christian religious studies teachers impact the academic performance of junior secondary school students in Ovia North East Local Government Area?

Table 4.1: Availability Qualified Christian Religious Studies Teachers Impact the Academic Performance

N	Items	A(%)	D(%)	SA(%)	SD(%)	MEAN	S.D
1	Qualified CRS teachers encourage critical thinking, active learning, and subject matter mastery.	70(70%)	9(9%)	21(21%)	-	3.40	1.023
2	Qualified CRS teachers who adopt and use good pedagogical strategies will greatly improve students' performance	79(79%)	3(3%)	17(17%)	1(1%)	3.40	1.304
3	Availability of Qualified CRS teachers positively impacts student's performance in CRS subjects.	57(57%)	15(15%)	21(21%)	7(7%)	2.78	1.011
4	Qualified Christian Religious Studies teachers positively influence students' understanding of the subject.	49(49%)	19(19%)	26(26%)	6(6%)	2.89	.994

Source: Field Survey, 2024

As shown in Table 4.2, 70% of respondents agreed that qualified CRS teachers encourage critical thinking, active learning, and subject matter mastery, while 9% disagreed and 21% strongly agreed. Additionally, 79% of respondents agreed that qualified CRS teachers who adopt and use effective pedagogical strategies significantly improve students' performance, with 3% disagreed, 17% strongly agreed, and 1% strongly disagreed. Furthermore, 57% of respondents agreed that the availability of qualified CRS teachers positively impacts student performance in CRS subjects, while 15% disagreed, 21% strongly agreed, and 7% strongly disagreed. Lastly, 49% of respondents agreed that qualified CRS teachers positively influence students' understanding of the subject, 19% disagreed, 26% strongly agreed, and 6% strongly disagreed. The grand mean score of **3.12** was also found to be greater than the Criterion mean of **2.50** which reflects a favorable perception of the student towards the availability of a qualified CRS teacher. These findings indicate that the availability of qualified Christian Religious Studies teachers significantly impacts the academic performance of junior secondary school students in Ovia North East Local Government Area.

Research Question two (2): What are the factors that influences students’ performance in Christian religious studies in Ovia North East Local Government Area?

Table 4.2: Factors that Influences Students’ Performance in Christian Religious Studies

SN	Items	A(%)	D(%)	SA(%)	SD(%)	MEAN	S.D
5	Parents involvement impact student’s performance in Christian Religious Studies.	53(53%)	27(27%)	11(11%)	9(9%)	2.76	0.976
6	Socio-economic status impact students’ performance in Christian Religious Studies.	46(46%)	31(31%)	10(10%)	13(13%)	2.90	1.240
7	Availability of learning resources influence students’ performance in Christian Religious Studies.	66 (66%)	9 (9%)	19(19%)	6 (6%)	3.65	1.489
8	Student performance in Christian Religious Studies is affected by their confidence level in the subject.	41 (41%)	30(30%)	21(21%)	8(8%)	2.96	1.274

Source: Field Survey, 2024

The research question aims to identify the factors influencing students' performance in Christian Religious Studies (CRS) in the Ovia North East Local Government Area. The survey responses from **table 4.2** above provided insights into four key factors: parental involvement, socio-economic status, the availability of learning resources, and student confidence levels.

First, parental involvement was considered a significant factor by the majority of respondents. Specifically, 64% of respondents (53% agreed and 11% strongly agreed) believe that parental involvement positively impacts student performance in CRS.

However, 36% (27% disagreed and 9% strongly disagreed) do not see this as a critical factor.

Second, socio-economic status was seen as influential by a slight majority. About 56% (46% agreed and 10% strongly agreed) felt that socio-economic status impacts student performance in CRS, while 44% (31% disagreed and 13% strongly disagreed) did not share this view.

Third, the availability of learning resources was overwhelmingly recognized as a crucial factor. A substantial 85% of respondents (66% agreed and 19% strongly agreed) believed that having adequate learning resources significantly influences student performance in CRS. Only 15% (9% disagreed and 6% strongly disagreed) felt otherwise. In addition, student confidence levels were also deemed important by a majority. Approximately 62% of respondents (41% agreed and 21% strongly agreed) indicated that confidence levels affect student performance in CRS. Conversely, 38% (30% disagreed and 8% strongly disagreed) did not consider it a major factor.

Lastly, The grand mean score of **3.07** was also found to be greater than the Criterion mean of **2.50** which also reflect that parental involvement, socio-economic status, the availability of learning resources, and student confidence levels affects their students' performance.

In summary, the research highlights that parental involvement, socio-economic status, availability of learning resources, and student confidence levels are perceived by most respondents as influential factors in the performance of students in Christian

Religious Studies in the Ovia North East Local Government Area. The availability of learning resources, in particular, stands out as the most agreed-upon factor, followed by parental involvement, student confidence, and socio-economic status.

Research Question three (3): What extent do variations in the qualification levels of Christian religious studies teachers affect the educational performance of junior secondary school students in Ovia North East Local Government Area?

Table 4.3: Variations in the Qualification Levels of Christian Religious Studies Teachers Affect the Educational Performance

SN	Items	A(%)	D(%)	SA(%)	SD(%)	MEAN	SD
9	Qualified CRS teachers are more inclined to dedicate time to give personalized attention to students resulting in an improvement in students' performance.	39(39%)	23(23%)	22 (22%)	16(16%)	3.15	1.314
10	Differences in the qualification's levels of Christian Religious Studies teachers significantly affect students' performance in the subject.	51(51%)	13(13%)	15(15%)	21(21%)	3.06	1.329
11	Continuous Professional Development (CPD) significantly enhances the teacher expertise resulting in increased student performance.	63(63%)	21 (21%)	9 (9%)	7 (7%)	3.60	1.421
12	CRS teachers who has received professional training enhances classroom management abilities, resulting in increase in the students' performance.	59(59%)	27 (27%)	14(14%)	-	3.55	1.360

Source: Field Survey, 2024

The research question above investigates the extent to which variations in the qualification levels of Christian Religious Studies (CRS) teachers affect the educational performance of junior secondary school students in the Ovia North East Local Government Area. The responses from the survey in **table 4.3** above provide insights into the perceived impact of teacher qualifications and professional development on student performance in CRS.

First, the survey results indicate that a significant number of respondents believe that qualified CRS teachers are more likely to dedicate time to give personalized attention to students, thereby improving their performance. Specifically, 61% of respondents (39% agreed and 22% strongly agreed) hold this view, while 39% (23% disagreed and 16% strongly disagreed) do not see this as a critical factor.

Second, there is a notable belief that differences in the qualification levels of CRS teachers significantly affect student performance. A majority of 66% (51% agreed and 15% strongly agreed) feel that teacher qualifications have a substantial impact, whereas 34% (13% disagreed and 21% strongly disagreed) do not share this perspective.

Third, continuous professional development (CPD) for teachers is overwhelmingly seen as beneficial for enhancing teacher expertise and subsequently increasing student performance. An impressive 84% of respondents (63% agreed and 21% strongly agreed) support this view, with only 16% (9% disagreed and 7% strongly disagreed) dissenting.

In addition, the survey shows that professional training for CRS teachers is perceived to significantly enhance classroom management abilities, resulting in better student performance. A substantial 86% of respondents (59% agreed and 27% strongly agreed) believe in the positive impact of professional training, with just 14% (all disagreed) not considering it influential.

Lastly, The grand mean score of **3.34** was also found to be greater than the Criterion mean of **2.50** which also reflect that variations in the qualification levels of Christian Religious Studies (CRS) teachers significantly affect the educational performance of junior secondary school students in the Ovia North East Local Government Area.

In summary, the research highlights that a majority of respondents perceive variations in the qualification levels of CRS teachers as having a significant effect on the educational performance of students in the subject. Specifically, qualified teachers who provide personalized attention, engage in continuous professional development, and receive professional training are seen as key contributors to improving student performance in Christian Religious Studies.

Research Question four (4): What extent do variations in the experience levels of Christian religious studies teachers affect the educational performance of junior secondary school students in Ovia North East Local Government Area?

Table 4.5: Variations in the Experience Levels of Christian Religious Studies Teachers Affect the Educational Performance

SN	Items	A(%)	D(%)	SA(%)	SD(%)	MEAN	S.D
13	The experience level of Christian Religious Studies teachers is significantly high in impacting students' performance in Junior Secondary School.	52(52%)	27(27%)	17(17%)	4(4%)	2.73	1.086
14	Students benefit more academically when taught by more experienced Christian Religious Studies teachers.	69(69%)	24(24%)	7 (7%)	-	3.38	1.316
15	Experienced Christian Religious Studies teachers provide better academic support and guidance to students.	71(71%)	12(12%)	15 (15%)	2 (2%)	3.48	1.422
16	Teachers who had accumulated over five years of teaching experience have superior classroom management abilities resulting in improvements in students' performance.	53(53%)	28(28%)	12(12%)	7 (7%)	3.73	1.470

Source: Field Survey, 2024

The research question above explores the extent to which variations in the experience levels of Christian Religious Studies (CRS) teachers affect the educational performance of junior secondary school students in the Ovia North East Local Government Area. The survey responses in **table 4.4** above provide insights into the perceived impact of teacher experience on student performance in CRS.

First, the results indicate that a majority of respondents believe the experience level of CRS teachers significantly impacts student performance. Specifically, 69% of respondents (52% agreed and 17% strongly agreed) hold this view, while 31% (27% disagreed and 4% strongly disagreed) do not see experience as a critical factor.

Second, a substantial majority of respondents, 93% (69% agreed and 24% strongly agreed), believe that students benefit more academically when taught by more experienced CRS teachers. 7% disagreed, indicating broad support for the positive impact of teacher experience on academic performance.

Third, a significant number of respondents, 86% (71% agreed and 15% strongly agreed), think that experienced CRS teachers provide essential academic support and guidance to students. Only 14% (12% disagreed and 2% strongly disagreed) did not share this belief.

In addition, the survey shows that 65% of respondents (53% agreed and 12% strongly agreed) believe that teachers with over five years of teaching experience have superior classroom management abilities, which result in improved student performance. However, 35% (28% disagreed and 7% strongly disagreed) did not consider experience to be a significant factor in classroom management and student performance.

Lastly, The grand mean score of **3.33** was also found to be greater than the Criterion mean of **2.50** which reflect that there is a significant impact of teacher experience on junior secondary school student performance in CRS.

In summary, the research highlights that most respondents perceive variations in the experience levels of CRS teachers as having a significant effect on the educational performance of junior secondary school students. Experienced teachers are seen as more capable of enhancing academic performance through better support, guidance, and classroom management skills.

Research Question four (5): Is there any correlations between the availability of Christian religious studies teachers and the academic performance of junior secondary school students in Ovia North East Local Government Area?

Table 4.6: Correlations between the Availability of Christian Religious Studies Teachers and the Academic Performance

S/N	Items	A(%)	D(%)	SA(%)	SD(%)	MEAN	S.D
17	Teachers who are available in class may get vital insights about students' comprehension thereby correlating with improved students' performance.	50 (50%)	27 (27%)	12 (12%)	11 (11%)	2.84	1.222
18	Adequate number of Christian Religious Studies teachers positively influence students' academic performance.	57 (57%)	23 (23%)	14 (14%)	6 (6%)	3.69	1.429
19	Addressing the shortage of Christian Religious Studies teachers should be a priority for improving overall student's performance.	86 (86%)	1 (1%)	13 (13%)	-	3.27	1.279
20	Sufficient number of Christian Religious Studies teachers contributes to a better learning environment resulting in improvements in student's performance.	47 (47%)	33 (33%)	7 (7%)	13 (13%)	2.86	1.215

Source: Field Survey, 2024

The research question above investigates whether there is a correlation between the availability of Christian Religious Studies (CRS) teachers and the academic

performance of junior secondary school students in the Ovia North East Local Government Area. The survey responses in **table 4.6** shed light on the perceived impact of teacher availability on student performance.

First, the results indicate that 62% of respondents (50% agreed and 12% strongly agreed) believe that teachers who are available in class can gain vital insights into students' comprehension, leading to improved student performance. However, 38% (27% disagreed and 11% strongly disagreed) do not see teacher availability as significantly impacting student performance.

Second, a majority of respondents, 71% (57% agreed and 14% strongly agreed), believe that having an adequate number of CRS teachers positively influences students' academic performance. Conversely, 29% (23% disagreed and 6% strongly disagreed) do not perceive a strong influence.

Third, addressing the shortage of CRS teachers is seen as crucial for improving overall student performance, with an overwhelming 99% of respondents (86% agreed and 13% strongly agreed) supporting this view. Only 1% of respondents disagreed, highlighting the consensus on the importance of addressing teacher shortages.

In addition, the survey reveals that 54% of respondents (47% agreed and 7% strongly agreed) believe that a sufficient number of CRS teachers contributes to a better learning environment, resulting in improved student performance. However, 46% (33% disagreed and 13% strongly disagreed) do not see a sufficient number of teachers as significantly impacting the learning environment.

Lastly, the grand mean score of **3.17** was also found to be greater than the Criterion mean of **2.50** which reflect that there is a significant correlation between the availability of Christian Religious Studies (CRS) teachers and the academic performance of junior secondary school students in the Ovia North East Local Government Area.

In summary, the research indicates a strong perceived correlation between the availability of CRS teachers and the academic performance of junior secondary school students. Most respondents agree that having adequate and available CRS teachers is crucial for gaining insights into student comprehension, positively influencing academic performance, and creating a better learning environment. Addressing the shortage of CRS teachers is viewed as a priority for enhancing overall student performance in the Ovia North East Local Government Area.

Discussion of Findings

The study investigated the availability of Christian Religious Studies (CRS) teachers and students' performance of junior secondary school students in the Ovia North East Local Government Area of Edo State has yielded a number of significant discoveries. The significance of these findings highlights the influence of different factors on student outcomes in CRS.

The presence of qualified CRS teachers has been observed to have a substantial influence on academic achievement. It is imperative to have highly qualified teachers in order to offer individualized attention, participate in ongoing professional development,

and receive professional training. These factors collectively contribute to enhanced student performance in CRS, aligning with the research conducted by Ali (2015).

Furthermore, the study emphasizes various influential factors that respondents perceive as impacting student performance in (CRS). These factors encompass parental involvement, socio-economic status, availability of learning resources, and student confidence levels. This aligns with the findings of Adalakun et al. 2020, who suggest that teachers can enhance students' interaction with and understanding of the material by leveraging cultural and religious traditions and the community at large. Among these factors, the prevalent consensus is that the availability of learning resources is the most widely acknowledged, followed by parental involvement, student confidence, and socio-economic status.

Furthermore, the majority of respondents attribute a significant impact on educational performance to the variations in the qualification levels of CRS teachers. Teachers who possess the necessary qualifications, offer individualized support, actively participate in ongoing professional development, and undergo professional training are considered crucial in improving student performance in CRS.

The research also highlights the importance of the experience levels of CRS teachers in influencing educational performance. Experienced teachers are highly regarded for their ability to offer exceptional support, guidance, and classroom management skills, ultimately leading to improved academic performance.

Finally, there is a clear link between the presence of CRS teachers and the academic achievements of junior secondary school students. It is widely acknowledged among respondents that the presence of a sufficient number of CRS teachers is essential for obtaining valuable insights into student comprehension, fostering positive academic performance, and cultivating an enhanced learning environment. The prioritisation of addressing the shortage of CRS teachers is crucial in order to enhance overall student performance in the Ovia North East Local Government Area.

Overall, the results of this investigation highlight the importance of skilled and knowledgeable CRS teachers, along with the presence of learning resources and other supportive elements, in enhancing the academic achievements of junior secondary school students in the Ovia North East Local Government Area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the Summary, Conclusion and Recommendation.

Summary

This study was carried out to explore the availability of Christian Religious Teachers and students' performance in Junior Secondary School in Ovia North East, Edo State. The study was based on five research questions which served as a guide to the study:

1. How does the availability of qualified Christian religious studies teachers impact the academic performance of junior secondary school students in Ovia North East Local Government Area?
2. What are the factors that influences students' performance in Christian religious studies in Ovia North East Local Government Area?
3. To what extent do variations in the qualifications levels of Christian religious studies teachers affect the educational performance of junior secondary school students in Ovia North East Local Government Area?
4. To what extent do variations in the experience levels of Christian religious studies teachers affect the educational performance of junior secondary school students in Ovia North East Local Government Area?

5. Is there any correlations between the availability of Christian religious studies teachers and the academic performance of junior secondary school students in Ovia North East Local Government Area?

The research instrument used for the data collection for the study was the questionnaire. The instrument was used to generate response from a total of One Hundred respondents drawn from the population as the sample size. The data collected from the respondents with tables, means, simple percentage and deviations. From the analysis of the data, it was discovered that:

- The presence of qualified CRS teachers has been observed to have a substantial influence on students' performance.
- Factors that influences Junior Secondary School students' performance are the availability of learning resources which was most widely acknowledged, followed by parental involvement, student confidence, and socio-economic status.
- The Variation in the qualifications level of the teacher has an influences students' performance.
- The Variation in the experience level of the teacher has a major impact students' performance.
- There is a correlation between the presence of CRS teachers and the academic achievements of junior secondary school students.

Conclusion

Based on the findings of the study, it was concluded that the availability of qualified CRS teachers, along with the presence of learning resources, Parents involvement, and other supportive factors can improve Junior Secondary School students' academic performance.

Recommendations

Based on the finding and conclusion the following recommendations were made:

1. The government should establish programs aimed at providing instructors with specialized knowledge in their subjects, effective teaching methods, and abilities in managing classrooms, in order to create an interactive and favorable learning environment for students.
2. Schools should contemplate the adoption of mentorship programs, counseling services, and extracurricular activities that foster students' holistic well-being and personal growth, since these elements might have an indirect influence on their academic achievement.
3. Schools must dedicate enough budget and resources to guarantee that junior secondary schools have access to current textbooks, supplemental materials, audio-visual aids, and other instructional tools that complement the CRS curriculum.

Suggestions for Further Studies

The following topics are suggested for further studies:

1. This could be replicated in other states and other Local Government Area in Edo State.
2. A further study could explore the effectiveness of various teacher professional development programs in enhancing the overall teaching effectiveness of CRS teachers

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**DEPARTMENT OF EDUCATIONAL FOUNDATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY
QUESTIONNAIRE**

Dear Respondent

The researcher is a final-year undergraduate student from the above named department, who is currently carrying out a research on: The Availability of Christian Religious Studies Teachers and Student's Performance of Junior Secondary School Students in Ovia North East Local Government Area of Edo State.

Your answer to the questions will be helpful, and the information provided will be treated confidentially and used only for research purposes.

I thank you in anticipation of your assistance.

Yours faithfully,

Aisha Ogenekewe AROMEH

Researcher

INSTRUCTION: Please tick [✓] appropriately in the box provided against the answer of your choice.

SECTION A:

1. AGE: Male [] Female []
2. SEX: 9-12 [] 13-15 [] 16 years and above []

SECTION B

Please complete this section by ticking [✓] the appropriate option in the box provided.

Keys: Strongly Agree (SA) Agree (A) Disagree (DA) Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Does the availability of qualified Christian religious studies teachers impact the academic performance of junior secondary school students in Ovia North East Local Government Area?				
1	Qualified CRS teachers encourage critical thinking, active learning, and subject matter mastery.				
2	Qualified CRS teachers who adopt and use good pedagogical strategies will greatly improve students' performance				
3	Availability of Qualified CRS teachers positively impact student's performance in CRS subjects.				
4	Qualified Christian Religious Studies teachers positively influence students' understanding of the subject.				
	What are the factors that influences students' performance in Christian religious studies in Ovia North East Local Government Area?				
5	Parents involvement impact student's performance in Christian Religious Studies.				
6	Socio-economic status impact students' performance in Christian Religious Studies.				
7	Availability of learning resources influence students' performance in Christian Religious Studies.				
8	Student performance in Christian Religious Studies is affected by their confidence level in the subject.				

	What extent do variations in the qualification levels of Christian religious studies teachers affect the educational performance of junior secondary school students in Ovia North East Local Government Area?	SA	A	D	SD
9	Qualified CRS teachers are more inclined to dedicate time to give personalized attention to students resulting in an improvement in students' performance.				
10	Differences in the qualifications levels of Christian Religious Studies teachers significantly affect students' performance in the subject.				
11	Continuous Professional Development (CPD) significantly enhances the teacher expertise resulting in increased student performance.				
12	CRS teachers who has received professional training enhances classroom management abilities, resulting in increase in the students' performance.				
	What extent do variations in the experience levels of Christian religious studies teachers affect the educational performance of junior secondary school students in Ovia North East Local Government Area?				
13	The experience level of Christian Religious Studies teachers is significantly high in impacting students' performance in Junior Secondary School.				
14	Students benefit more academically when taught by more experienced Christian Religious Studies teachers.				
15	Experienced Christian Religious Studies teachers provide better academic support and guidance to students.				
16	Teachers who had accumulated over five years of teaching experience have superior classroom management abilities resulting in improvements in students' performance.				
	Is there any correlations between the availability of Christian religious studies teachers and the academic performance of junior secondary school students in Ovia North East Local Government Area?				
17	Teachers who are available in class may get vital insights about students' comprehension thereby correlating with improved students' performance.				
18	Adequate number of Christian Religious Studies teachers positively influence students' academic performance.				
19	Addressing the shortage of Christian Religious Studies teachers should be a priority for improving overall student's performance.				
20	Sufficient number of Christian Religious Studies teachers contributes to a better learning environment resulting in improvements in student's performance.				