

**THE INFLUENCE OF SCHOOL STRUCTURE AND ENVIRONMENT ON  
STUDENTS' CHOICE OF CHRISTIAN RELIGIOUS STUDIES AS A SUBJECT  
OF STUDY IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

**OCTOBER, 2023**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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**OCTOBER, 2023**

## CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Omozusi Faith OKOSUN** with Matriculation Number **EDU1803621** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

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## **DEDICATION**

I dedicate this project work to my parents, Mr. Victor Okosun and Mrs. Mercy Okosun. Your sacrifices and dedication to my education inspire me every day. This accomplishment is a reflection of your love and commitment. Thank you for being my pillars of strength. I love you.

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

*The study investigated the influence of school structure and environment on students' choice of Christian Religious Studies as a Subject of study in Oredo Local Government Area of Edo State.*

*Four (4) research questions were raised to guide the study. The respondents comprised of students who were two hundred (200) altogether. Also, the descriptive survey research design was adopted for the study. In organizing and presenting collected data, tables and percentages were used. The study was motivated by the necessity to establish the influence of school structure and environment on students' choice of CRS as a subject of study in Oredo Local Government Area of Edo State. To solve the research problem, various methodology was used such as population of the study and sample and sampling techniques. The research instrument used in collecting data were questionnaires. The questionnaires were divided into two sections, Section A and B. Section A was designed to obtain demographic information from the respondents, while Section B comprised of items on the topic under investigation. The instrument was reviewed and validated by the project supervisor and other experts in the Faculty of Education, University of Benin, Benin City.*

*The findings of the study revealed that learning materials for teaching and learning CRS in schools are inadequate. It was also found that CRS as a subject seem not to be relevant among students that is one reason they do not opt for it. Also, teachers of CRS do not make use of interactive teaching methods when teaching CRS. Rather, they come to class with just charts and posters with few illustrative diagrams. Based on the findings, the following were recommended; that teachers teach CRS with the use of interactive teaching methods such as debates, field trips to religious sites, etc. Also, it was recommended in the study that schools make available and adequate learning materials to improve students' understanding of CRS and as well plan the curriculum to ensure it extend to teaching other religious topics aside that of Christianity alone, among others.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

Education is a fundamental tool for the development of individuals and nations. In Nigeria, education is considered as one of the key factors in achieving national development. As a result, the government has invested heavily in the education sector to ensure that its citizens have access to quality education. One of the core subjects in the Nigerian educational system is Christian Religious Studies (CRS). CRS is a subject that is taught in both primary and secondary schools in Nigeria. It is a subject that teaches students about the Christian faith and its practices.

The choice of CRS as a subject of study by students is influenced by several factors. One of the factors that influence the choice of CRS as a subject is the school structure and environment. Environment can be defined as a system within which living organisms interact with the physical elements, while education environment is a learning place where the learner learn and interact with learning facilities in order to be socialized and face the challenges in the society. Agusiegbe (2004) sees environments as consisting of all elements existing around man and which exert some influence on him. These include physical, biological and social attributes. Environment can also be seen as an aggregate of all the external

condition and influence affecting the life and development of an organism. In this study, environment includes all the external condition and influences in the school that affects the academic achievement of the student such as laboratory equipment, library facilities, qualified teachers, furniture, school building, good administrative management, teacher-student relationship, school location, among others. The educational environment and the structural setup of schools play significant roles in shaping students' preferences for particular subjects. Understanding the impact of school structure and environment on students' choice of CRS can provide valuable insights for educational policymakers, school administrators, and teachers to enhance the teaching and learning experiences in CRS.

The school structure and environment can also be referred to as the thread that connects the multitude of activities on the school. In many respect, this thread is almost invisible, yet everyone experience its influence. Dudek (2000) opined that it could be said to be the external influence in the school that can influence academic achievement, and as well the choice of a school and subject, such as Christian Religious studies (CRS). School environment can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of dement ages, to provide changes, to promote choices and activities and for its potential for sparking different types of social and affective learning. It has been generally accepted that environment and heredity can hardly

be separated from education in influencing achievement and also choice of subjects, hence a child's life and ability is influenced by nature and nurture. Heredity provides the natural disposition while a healthy environment makes available a window of opportunities to the learner (Ohuche, 2001).

From the foregoing, it is observed that school environment and structure plays a crucial role in the choice of subjects and as well the academic achievement of the child. A school that is well-structured facilitates students' enrolment and goes a long way to affect their academic performances in the subjects they enrolled for as well.

In Oredo Local Government Area (LGA) of Edo State, the choice of CRS as a subject of study by students has been a subject of concern among education stakeholders. The low enrolment of students in CRS has been attributed to several factors, including the school structure and environment. Therefore, this study seeks to investigate the influence of school structure and environment on the choice of CRS as a subject of study in Oredo LGA of Edo State.

### **Statement of the Problem**

The low enrolment of students in CRS in Oredo LGA of Edo State has been a cause for concern among education stakeholders. The low enrolment of students in CRS has been attributed to several factors, including the school structure and

environment. The school structure and environment play a critical role in the choice of CRS as a subject of study. Studies have shown that the quality of the school structure and environment can influence the motivation and interest of students in a subject. Therefore, this study seeks to investigate the influence of school structure and environment on the choice of CRS as a subject of study in Oredo LGA of Edo State.

### **Research Questions**

The study will be guided by the following research questions:

- i. What is the influence of school environment and structure in the choice of CRS as a subject of study among students in Oredo LGA of Edo State?
- ii. What are the types of facilities available for teaching and learning Christian Religious Studies in secondary schools in Oredo Local Government Area of Edo State?
- iii. What are the challenges faced by students in the study of CRS in Oredo LGA of Edo State?
- iv. What strategies can be suggested for improving the enrolment of students in CRS in Oredo LGA of Edo State?

## **Purpose of the Study**

The main objective of this study is to investigate the influence of school structure and environment on the choice of CRS as a subject of study in Oredo LGA of Edo State. The specific objectives are:

- i. to find out the influence of school environment and structure in the choice of CRS as a subject of study among students in Oredo LGA of Edo State.
- ii. investigate the types of facilities available for teaching and learning Christian Religious Studies in secondary schools in Oredo Local Government Area of Edo State.
- iii. examine the challenges faced by students in the study of CRS in Oredo LGA of Edo State.
- iv. find out the strategies can be suggested for improving the enrolment of students in CRS in Oredo LGA of Edo State.

## **Significance of the Study**

The study will contribute to the existing literature on the factors that influence the choice of CRS as a subject of study. The findings of the study will be useful to education policymakers, school administrators, teachers, and students in Oredo

LGA of Edo State. The study will provide insights into the challenges faced by students in the study of CRS and suggest strategies for improving the enrolment of students in the subject. The study will also contribute to the development of the education sector in Oredo LGA of Edo State by providing valuable information that can be used to improve the quality of education.

### **Scope and Delimitation of the Study**

This study focuses on the influence of school structure and environment on the choice of CRS as a subject of study in Oredo LGA of Edo State.

The study will cover public and private secondary schools in the LGA. The study will also cover students in Junior Secondary Schools (JSS 1 – 3) to Senior Secondary Schools (SSS 1 – 3) in the selected schools. The study will be limited to the perceptions of students on the influence of school structure and environment on the choice of CRS as a subject of study.

### **Definition of Terms**

**Influence:** The power to change or affect someone or something. It is real ability to change the development of fluctuating things such as conduct, thoughts and decisions.

**School Structure:** These are the treasurable assets of the school through which effective teaching and learning can take place and be promoted. These include

laboratories, libraries, instructional aides, visual and audio-visual, chairs, tables, software and hardware of educational facilities.

**Environment:** the conditions that surrounds someone or something. It is the conditions and influence that affects the growth, health, progress of someone or something.

**Choice:** The act or opportunity of choosing or the thing chosen. Choice suggest the opportunity or privilege of choosing freely.

**Academic Performance:** The ability of students to apply academic skills in variety of ways. It is the measured stage of student's ability in academic works and it's application to daily life activities.

**Christian Religious Studies:** This is one of the subjects of program of studies that deal with impartation of moral instruction, character and conduct into a learner as well as his responsibility to the supernatural and the society in which he lives.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter aims to explore relevant and related literature on the topic under investigation. It shall be carried out orderly under the following subheadings:

- (i) Concept of School Structure and Environment
- (ii) School Building and Students' Choice of Christian Religious Studies as a Subject in Schools
- (iii) Library Services and Students' Choice of Christian Religious Studies as a Subject in Schools
- (iv) School Location and Students' Choice of Christian Religious Studies as a Subject in Schools
- (v) School Facilities and Students' Choice of Christian Religious Studies as a Subject in Schools
- (vi) Theoretical Framework
- (vii) Empirical Studies
- (viii) School Structure and its Impact on Students' Choice of Christian Religious Studies.
- (ix) School Environment and its Impact on Students' Choice of Christian Religious Studies
- (x) Summary of Reviewed Literature.

## **Concept of School Structure and Environment**

An environment first of all is referred to as the natural surroundings of an organism which can be on land, air or water (Asogwa, 2008). Also, in the view of Onvehalu in Okeke (2001), environment is of three parts, namely: social and abstract, physical environment such as objects or materials found in the home, school or community. It also includes people like parents, peers and children. The social environment is the social life, societies, clubs and others. While abstract environment refers to the reactions, feedbacks in the physical world as well as responses received through interaction with others, environment inhabited by man, or the realm of nature untainted by man (human action), or the cultural milieu – the physical environment as modified by human action (Ofomata, 2004). It could also be seen as things around the student that he or she might see or perceive that might have some effect on him. It can be of view as all system of air, land, water and life that surround him. In other words, environment is the sum total of all external conditions which may affect an organism or community in influencing its development or existence. For example, the surrounding air, light, temperature, wind, soil and others. Monkhouse in Ofomata (2004) have it that environment is where organisms surrounding external conditions within which an organism, a community or an whole sum of the object exists.

In the school setting specifically, environment consist of both material and non-material resources such as the teachers, peers, cohesiveness, subject, method of teaching, instructional materials, among others. A healthy and attractive school environment makes conducive learning possible and promotes students' pride in schools and their interest to stay in school (Mgbodile, 2004). Belanger (1986) writing on the importance of learning environment stated that people's educational life histories are influenced not only influenced by provision of learning opportunities, but also by the quality of the environment where they live or learn. Continuing, he stated that learning is more than just provision of education, the community in which learners live have a far-reaching impact on their zeal and aspirations to learn, as well as igniting in them the curiosity and desire to develop their own competency.

Graff (1987) in Nwizu (2003) warned that the environment affects directly the cognitive achievement of the learner. It has also been generally agreed that the quality of learning is influenced by environmental and organizational factors. Okafor (1992) opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in a conducive environment transcends beyond the school parameter. It encompasses the entire community and nation. School environment such as wall,

ground, lights and mechanical system among others can serve as an active contributor to the students' learning process.

Keep (2002) states that learning opportunities can be integrated into the structure of the school making it an active space rather than passive space housing a disarray of things. Clark (2002) citing Bruner (1966) on the importance of learning environment strongly states that "growth depends upon internalizing events into a storage system" that corresponds to the environment. It is this system that makes possible the child's increasing ability go beyond the information encounter on a single occasion. He does so by making predictions and explorations from his stored model of the world. Quinsberry, Eddowesi and Robinson (1981) have it that for individuals to be motivated to learning, the environment must be amenable and responsive to human interaction. If the environmental setting do not allow for permeability and malleability, then the students' initiative in the learning process would be stifled.

Piaget (1964) defined intelligence as an accumulation of knowledge which is as a result of the child's exploration of, and experimentation with the environment and the ability to assimilate and accommodate the environment. He continues by stating that active interaction with the environment is regarded as the most basic requirement for proper intellectual development.

Omengboji (2005) emphasized that material development is a major determinant of the attainment in school.

### **School Building and Students' Choice of Christian Religious Studies as a Subject in Schools**

The quality of school building plays a vital role in students' academic achievement. Lewis (2000) tried to identify the independent effects of school building quality in a study of text scores and found out that good facilities had a major impact on learning. Edward, (1992) observed that disciplinary incidents increased in schools with better buildings. This may be caused by the strict discipline standards in these schools among other factors. Earthman (1995) supported this when he pointed out that schools with lesser quality of building had fewer disciplinary incidents than schools that are rated higher on the structural components.

School buildings that can adequately provide a good learning environment are essential for student success. Old building does not have such features as control of thermal environment, adequate lighting, good roof and adequate space that are necessary for a good learning (NCES, 2000). This may be because they are not functioning due to poor maintenance. Older building do not have the main attribute of modern building that are associated with a positive physical environment conducive to student learning, (Earthman & Lemaster, 1996). Student's

achievement lags in a shabby or inadequate school building those with no science labs, inadequate ventilation and faulty heating systems, (Stricherz 2000).

Clark (2002) quoting Sommer (1969) on his discussion on a school building designed for learning states that: "If the recitation and reproduction of lessons is considered the chief aim of teaching, the traditional equipment of the classroom is perhaps sufficient but if teaching is guiding children to do their own thinking, purposing, planning, executing, and appraising, as recent educational philosophy maintains, then the classroom becomes a workshop, a library, a museum, in short, a learning laboratory".

The structure of the building has also been viewed as an important factor in school environment which can influence the health, happiness and academic achievement of students.

### **Library Services and Students' Choice of Christian Religious Studies as a Subject in Schools**

The library is at the heart of the education enterprise. Library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books and journals, (FRN, 2004). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates to achieve greater academic performance. It contributes to the total development of the students and enlarges their knowledge. Edoka (2000) sees

library as a resource center where a collection of books, periodicals, book materials are housed for use by teachers and researchers for learning, study, research, recreational activities and personal interest. It has been observed that there is a strong relationship between school libraries and academic performance, Keith (2000) reports that schools with well-equipped library performs higher than schools where libraries are less developed. Libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students' learning, (Aguolu 2002). An effective school library gives foundation for self-education necessary for facing challenges of higher education. The role of the library is also reflected in the National policy on Education (FRN, 2004) which states that libraries constitute one of the most important educational services, proprietors of schools shall provide functional libraries in accordance with the established standard. They shall also provide for training of librarians and library assistants for this service.

The quality of school library services makes difference in academic achievement, (Library Research Service, 2000). It promotes the growth of knowledge. A well-equipped library is a store house of knowledge. If properly organized and utilized, it encourages students' interest in reading and learning, hence it is said that library is the center for balanced diet for a learner.

Libraries exist only because of books and people's desire to read them. It is in line with this that the National Centre for education Statistics (2000) reports that the more students read, the higher they will score on almost any measure in any discipline. Maze (2006) citing Obi contended that the number of books in the library would mean nothing if the books are not used, is out of date, unattractive or inappropriate. Library Research Service (2000) have it that libraries do not make differences in learning if they are merely ware houses of outdated stuff, place to drop students when teachers have their planning periods or when staffed only by paraprofessional or clerical staff members.

### **School Location and Students' Choice of Christian Religious Studies as a Subject in Schools**

The influence of school location on the achievement of students of public secondary schools has been the concern of many educationists. Bello in Ezeh (2008) opined that school locations known to influence the students learning through quality of teaching staff, class size and availability of infrastructure. The choice and location of school site have been an indispensable aspect of any effective school planning. This is so because it is the site that can influence the type of the school to be built and the quality and quantity of the buildings. A child environment that is rural or urban exerts considerable influence on his intellectual development, Okonkwo (1997) pointed out that school in rural areas is likely to

face the problem of poor academic achievement due to the inequality in provision of human and material resources required for positive educational achievement. This in turn will perpetuate inequality of access to education, provision of adequate number and quality of teachers, contents and methods of teaching. An urban child in contrast, has an edge over the rural ones in terms of "life chances" such as better education and the socialization pattern (Ajeh, 1990).

There are three social that exist-higher, middle and lower social classes. The urban, higher and middle classes through. improved "life chances are exposed to better environment with access to Libraries , adequate space, continuation classes and mass media. The rural children are hardly exposed to those facilities because they are mainly from lower social class. As a result, children from this background have low academic achievement.

Uche in Okeke (2003) contends that in terms of facilities and structures, urban schools are worse because of very high enrollment figures. In urban schools, the facilities are grossly inadequate making it necessary to run a sort of shift system especially in primary schools. This has been strongly condemned as it does not make for effective teaching and learning. Stressing the urban/rural inequality, Okon and Anderson in Ajch (1991) noted that because of lack of social amenities in remote rural area, teacher sent there do not like to stay 'even if they agree to work; they prefer to live in towns and shuttle to such areas. Ezema (1996) quoting

Mood, (1985) said that the teacher is one of the most important factor in the child's environment that influences his academic performance.

Some experts in the field have agreed that rural secondary schools are poorly staffed, with few professionally qualified teaching personnel. This poor staffing of rural secondary schools must have accounted for better performance of urban secondary schools. Broomhall and Johnson (1994) concludes that rural students performs less than that of urban student on standardized test of educational achievement. This may be due to educational expenditure which are smaller in rural areas.

### **School Facilities and Students' Choice of Christian Religious Studies as a Subject in Schools**

School facilities are the comer stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers. Adeboyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process.

It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school.

In the same vein, Hinum (1999) also report that there is a significance relationship between students' achievement and the condition of the built environment. The report of primary education in Nigeria by FGN/UNICEF/UNESCO/UNDP (2000) shows that chalkboard and chalk were the only materials reported as being adequately available in the schools. The introduction of Universal Basic Education (UBE) has increased enrolment in primary school 17.9 million in 1999 to 19.2 million in 2000 and 19.4 million in 2001, (FME, 2003), This increase translates demand for more places at secondary schools resulting to overstretching of the existing physical facilities.

Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives, (Umoru-Onuka, 2004). Education in firms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities. The general conditions of infrastructure as well as instructional materials in some public secondary schools are poor (Oredein, 2000). These prevailing condition would definitely show negative influence the instructional quality which may translate to poor academic performance. Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the

public secondary school in Enugu State cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective.

## **Theoretical Framework**

### **Skinnerian Environmental Theory**

This section is based on the fact that environment is vital for the achievement of educational goal. This becomes necessary since the study is on the influence of school environment on the student achievement of public secondary schools in Enugu State. The origin of environmental theories can be traced to a known psychologist named John Locke (1917). He is the father of the learning tradition. He postulated that experience and learning are basic and very essential to understanding of human behaviour. The environmental approaches conceive human behaviour as something that is acquired through the process of interaction with the environment, rather than inherited. According to this model, behavioural development is controlled by and is a function of the physical and psycho-social environment, labara in Ngwoke (1997). Children's current study is therefore, being anchored on the Bandura's social Learning theory.

### **Empirical Studies**

Okafor (2003) undertook a survey study to evaluate school plant in terms of adequacy, usage and maintenance in secondary schools in Idemili North Local

Government Education Area. The descriptive survey research method was utilized with the questionnaires as the instrument for data collection. The population of the study comprised all the principals and the teachers in post primary institutions in Idemili Education zone Two hundred and fifty teachers formed the sample of the study. There was 90% return rate of the questionnaires. The statistical technique used in the analysis of the data was the t-test and mean score.

The findings of this study include the following. It was the opinions of the principals and teachers that they supply physical plant facilities in the post primary schools in Idemili North, Anambra State which include science laboratories, classroom, furniture, staffroom, facilities. Library facilities and laboratory equipment. The principals and teachers posited that students should not be charged for the cost of repairing of school plant. The post primary school management Board should employ store officers and other workers to be in charge of school plant including the maintenance, repairing and distributing.

Both the principals and teacher were of the opinions that community in which the school is located should refurbish the school plant. Ebeledike (1990) investigated environment correlation of student in Secondary school chemistry in Ahaocha Anambra State. The study specifically is to find out professional qualified and experience chemistry teachers, good laboratory equipment and good administration management influence on student performance. Random sampling

technique was used for the selection of 200 respondents. Hypotheses were tested with the Pearson product moment correlated coefficient at 0.05 level of significant. Data were analyzed using means and frequency distribution. The researcher found out that the performance of student depend on professional qualified and experience teachers and there is relationship between students' performance in chemistry and good laboratory equipment.

Ezen (1995) conducted a study on relationship between availability of technical equipment and performance of student in introductory technology in Afikpo Education zone. The study was conducted to find out how effectively teachers of introductory technology in Alikpo education zone are using technical equipment provided in lesson to students, to enable them improve their performance, to compare the performance of students taught with technical equipment and those taught without technical equipment and to find out the opinion of teachers and students on whether the introduction of practical test in junior school certificate examination will enhance students' performance. 260 student and 20 teachers were randomly selected for the study from the 25 secondary school. The data collected were analyzed using frequency table, means, percentages, standard deviation, l-score and Pearson product moment correlation coefficient. The major finding, of the study, are that technical equipment provided

are presently not been effectively utilized to develop the skill of the student and that the teaching of introductory technology is generally theoretical.

Akabogu (2001) also investigated on the effect of location of school on secondary school students' achievement in reading comprehension. More and more studies have been carried out in corroboration with school environment. But specifically, this study is focused on checking how environment affects students' choice of Christian Religious Studies (CRS) as a subject in secondary schools.

### **School Structure and Its Impact on Students' Choice of CRS**

School structure refers to the organization and arrangement of physical spaces, facilities, curriculum, and resources within an educational institution. It encompasses factors such as classroom settings, availability of teaching aids, curriculum content, and extracurricular activities. The following sections explore the influence of various aspects of school structure on students' choice of CRS.

*Classroom Environment:* The physical environment of the classroom can significantly impact students' interest and engagement in a particular subject. Well-maintained classrooms with adequate seating arrangements, proper lighting, ventilation, and appropriate classroom displays can create a positive learning atmosphere for students. When students perceive their CRS classroom as a

comfortable and conducive space, it can enhance their motivation and interest in the subject.

*Availability of Resources:* Access to resources, such as textbooks, reference materials, audiovisual aids, and technology, is essential for effective teaching and learning. The availability and quality of resources for CRS instruction can influence students' inclination towards the subject. Schools that provide a wide range of relevant and up-to-date resources for CRS enable students to explore the subject more comprehensively, thereby fostering their interest and motivation.

*Curriculum Design:* The design of the curriculum plays a crucial role in shaping students' perception of a subject. A well-structured and balanced CRS curriculum that covers various aspects of religious studies, including doctrines, ethics, morality, and comparative religion, can generate curiosity and engagement among students. Additionally, if the curriculum is aligned with the cultural and religious context of Oredo LGA, it can enhance students' connection with the subject.

### **School Environment and Its Impact on Students' Choice of CRS**

The school environment encompasses various social and cultural factors that influence students' attitudes and preferences. This section explores the impact of the school environment on students' choice of CRS.

*Teacher Influence:* Teachers serve as important role models and influencers in students' lives. The attitude, competence, and passion of CRS teachers can significantly impact students' interest in the subject. Teachers who demonstrate enthusiasm, provide engaging instruction, and create a supportive classroom environment can foster students' positive attitudes towards CRS and encourage them to choose it as a subject of study.

*Peer Influence:* Peers play a crucial role in shaping students' choices and preferences. The influence of classmates who demonstrate an interest in CRS can motivate other students to consider the subject as well. Positive peer interactions, group discussions, and collaborative learning activities related to CRS can create a supportive social environment that encourages students to choose the subject.

*School Culture and Values:* The school's culture and values, including its emphasis on religious education and moral development, can influence students' choices. If a school promotes a strong commitment to religious studies, moral values, and character development, it can attract students who value these aspects and increase their interest in CRS.

## **Summary of Reviewed Literature**

This chapter examined the influence of school structure and environment on students' choice of CRS as a subject of study in Oredo LGA, Edo State. The

physical classroom environment, availability of resources, curriculum design, teacher influence, peer influence, and school culture were identified as factors that can impact students' interest and motivation towards CRS. Understanding these influences is crucial for educational policymakers, school administrators, and teachers to create an enriching and supportive environment that encourages students to choose CRS as a subject of study. The subsequent chapter will focus on the research methodology employed to investigate these factors in more detail.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the methods and procedures used in this study. It is discussed under the following subheadings;

- (i) Research Design
- (ii) Population of the Study
- (iii) Sample and Sampling Technique
- (iv) Research Instrument
- (v) Validity of the Instrument
- (vi) Reliability of the Instrument
- (vii) Method of Data Collection
- (viii) Method of Data Analysis

#### **Research Design**

The research design used for this study is the survey research technique, a method used for the investigation of the opinion of people in public junior secondary schools and senior secondary schools. In this method, only the selected sample out of the entire population was administered the questionnaire which was adopted by the researcher to generate information from the respondents.

## **Population of the Study**

The population of the study consisted of all secondary school students in Oredo Local Government Area of Edo State, males and females included.

## **Sample and Sampling Technique**

The sampling technique for this study was the simple random sampling technique. It was considered suitable for this research because each member of the population under this study had equal chances of being selected.

The sample size for this study consisted of two hundred (200) students which were carefully selected from five (5) schools in Oredo Local Government Area of Edo State.

## **Research Instrument**

In order to source for data relating to the study, the researcher made use of a structured questionnaire. The questionnaire was divided into two parts; Section A and Section B.

Section A was designed to elicit demographic information from students, while Section B was designed to elicit responses from students on the questions derived from the research questions. The questionnaire was designed using a two point response scale; True or False.

### **Validity of the Instrument**

The instrument was validated by the researcher's supervisor and two other experts in the Faculty of Education of the University of Benin, Benin City. They made necessary suggestions and corrections on the questionnaire before it was printed for administration.

### **Reliability of the Instrument**

The reliability of the instrument was done using the test-retest reliability. It was carried out in a way that the researcher administered the questionnaires twice and compare each items with the other. After the comparisons and analysis, a reliability coefficient of 0.63 was derived which indicated that the instrument is reliable in measuring the construct.

### **Method of Data Collection**

The questionnaire was administered to students in their respective schools. The researcher explained to them what they needed to know in filling the questionnaires. Immediately it was distributed and filled, it was retrieved from them immediately.

### **Method of Data Analysis**

The researcher analyzed data using percentages and frequency on tables. This was done to show responses gotten from respondents.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents data and discussed results on the influence of school structure and environment on students' choice of Christian Religious Studies as a subject of study in Oredo Local Government Area of Edo State. The sample size used for this study is a total number of two hundred (200) secondary school students who provided answers to the research questions through the questionnaire. The data presented below is a tabular presentation of results obtained from the survey;

#### SECTION A: Demographic Data

**Table 1: Distribution of Respondents by Sex**

| Sex          | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| Male         | 100        | 50%            |
| Female       | 100        | 50%            |
| <b>Total</b> | <b>200</b> | <b>100%</b>    |

*Source: Author's Field Survey, 2023*

Table 1 showed the number of respondents sampled for the study. It revealed that 50% of the respondents were male religion students, while 50% were female religion students.

**Table 2: Age Distribution of Respondents**

| <b>Age</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------|------------------|-----------------------|
| 10 – 12years     | 46               | <b>23%</b>            |
| 13 – 15 years    | 54               | <b>27%</b>            |
| 16 – 18 years    | 62               | <b>31%</b>            |
| 19 years & above | 38               | <b>19%</b>            |
| <b>Total</b>     | <b>200</b>       | <b>100%</b>           |

*Source: Author's Field Survey, 2023*

Table 2 shows that 23% of the respondents sampled range from 10 – 12 years of age, while 27% of the same sampled population ranges from between 13 – 15 years of age. Also, it is seen on the table that 31% of respondents sampled were between 16 – 18 years. Lastly, 19% of the sampled population ranged from 19 years of age and above. Respondents between 16 – 18 years of age are considered the largest group in the age distribution because they have the highest number of respondents.

**Table 3: Distribution of Respondents by Class**

| <b>Level</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------|------------------|-----------------------|
| JSS 1        | 26               | <b>13%</b>            |
| JSS 2        | 38               | <b>19%</b>            |
| JSS 3        | 24               | <b>12%</b>            |
| SSS 1        | 26               | <b>13%</b>            |
| SSS 2        | 30               | <b>15%</b>            |
| SSS 3        | 56               | <b>28%</b>            |
| <b>Total</b> | <b>200</b>       | <b>100%</b>           |

*Source: Author's Field Survey, 2022*

Table 3 shows the distribution of respondents by their various classes. The researcher administered the questionnaire to JSS1 to SS3 students. From the students sampled, JSS 1 students accounts for 13% of the population. Also, JSS 2 students accounts for 19% of the sampled group. In the same vein, JSS 3 students accounts for 12% of the population. From the students in the senior category starting from SSS 1, they were 13% of the population. In the same vein, SSS 2

students were 15% of the population. Lastly, SSS 3 students accounted for 28% of the population which is considered the largest.

## **SECTION B: Response to the Research Questions**

**Research Question One:** *What is the influence of school environment and structure in the choice of CRS as a subject of study among students in Oredo LGA of Edo State?*

**Table 4: Influence of school environment and structure in the choice of CRS as a subject of study among students**

| <b>S/N</b> | <b>ITEMS</b>                                                                                 | <b>TRUE</b> | <b>FALSE</b> | <b>DECISION</b>  |
|------------|----------------------------------------------------------------------------------------------|-------------|--------------|------------------|
| 1.         | I am offering CRS as a subject in my school.                                                 | 84%         | 16%          | <b>Agreed</b>    |
| 2.         | CRS is a requirement for graduation in my school.                                            | 100%        | -            | <b>Agreed</b>    |
| 3.         | I choose CRS to deepen my understanding and strengthen my faith because I am a Christian.    | 82%         | 18%          | <b>Agreed</b>    |
| 4.         | Our school offer extracurricular activities or clubs related to CRS.                         | 37%         | 63%          | <b>Disagreed</b> |
| 5.         | Majority of my classmates and friends offer CRS, so I chose the subject as a result of that. | 66%         | 34%          | <b>Agreed</b>    |
| 6.         | Teachers who teach CRS are very passionate and committed.                                    | 97%         | 3%           | <b>Agreed</b>    |

**Source: Author's Field Survey, 2023**

Table 4 showed results gotten from students on the influence of school environment and structure in the choice of CRS as a subject of study among students. From the table, it is seen a good number of students agreed that they are offering CRS as a subject in school and also that CRS is a requirement for graduation. They also agreed that they chose CRS to deepen their understanding and strengthen their faith as a Christian. In the same vein, a good number of respondents agreed to the statement that they offer CRS because of their classmates and friends. They also agreed that their teacher who teach the subject is very passionate and committed. They only disagreed to the statement that their school offer extracurricular activities or clubs related to CRS. In all, the school structure and environment such as students and teachers have played significant role in bringing students into close relationship with the subject. Schools should have better ways of rekindling students' interest by providing them a club with central focus on CRS just like the Jets Club for Mathematics.

**Research Question Two:** *What are the types of facilities available for teaching and learning Christian Religious Studies in secondary schools in Oredo Local Government Area of Edo State?*

**Table 5: Types of Facilities Available for Teaching and Learning CRS in secondary schools**

| S/N | ITEMS | TRUE | FALSE | DECISION |
|-----|-------|------|-------|----------|
|-----|-------|------|-------|----------|

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|     |                                                                                                                     |     |     |                  |
|-----|---------------------------------------------------------------------------------------------------------------------|-----|-----|------------------|
| 7.  | We have a school library well stocked with Christian Religious books.                                               | 27% | 73% | <b>Disagreed</b> |
| 8.  | Our CRS teacher make use of teaching aids like charts and posters to illustrate religious concepts in class.        | 81% | 19% | <b>Agreed</b>    |
| 9.  | We have religious symbols and crosses like crosses and pictures of Jesus Christ and other apostles in my classroom. | 12% | 88% | <b>Disagreed</b> |
| 10. | We have access to internet in our school to research on religious topics and resources related to CRS.              | 31% | 69% | <b>Disagreed</b> |
| 11. | Our school organizes field trips to religious sites, churches and places of worship periodically.                   | 44% | 56% | <b>Disagreed</b> |

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***Source: Author's Field Survey, 2023***

Table 5 shows the types of facilities available in secondary schools for teaching and learning Christian Religious Studies in schools. From the table, respondents agreed that their CRS teacher makes use of teaching aids like charts and posters to illustrate religious concepts in class. It is good to mention here that other responses asking about the availability of Christian Religious Books in the school library, access to the internet in schools for research on religious topics and resources related to CRS, organization of field trips to religious sites, churches and mosques by the school, hanging of religious symbols and pictures; were all negative. That is to say there is virtually no way schools are promoting the learning

of CRS as a subject in schools. This therefore creates a big gap which has to be filled if students must be enrolled in the study of CRS in secondary schools.

**Research Question Three:** *What are the challenges faced by students in the study of CRS in Oredo LGA of Edo State?*

**Table 6: Challenges Faced by Students in the Study of CRS in schools**

| S/N | ITEMS                                                                                                                             | TRUE | FALSE | DECISION         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|------|-------|------------------|
| 12. | There are some controversial topics in CRS taught in my school that is different from what my pastor preaches in church.          | 85%  | 15%   | <b>Agreed</b>    |
| 13. | The resources for teaching CRS in my school is inadequate.                                                                        | 89%  | 11%   | <b>Agreed</b>    |
| 14. | The way CRS is taught in my school is against my personal belief.                                                                 | 90%  | 10%   | <b>Agreed</b>    |
| 15. | Not every Christian in my class is of the same religious background, which makes it difficult for us to share the same knowledge. | 76%  | 24%   | <b>Agreed</b>    |
| 16. | I don't like CRS as a subject.                                                                                                    | 32%  | 68%   | <b>Disagreed</b> |

*Source: Author's Field Survey, 2023*

Table 6 showed responses from students on the challenges they face in the study of Christian Religious Studies in secondary schools. From the study, one significant challenge student's face is that they perceive that there are some controversial topic in CRS taught in their schools that is different from what their pastor preaches in church. Also, another challenge that is directly affecting students in the school is the inadequacy of resources for teaching CRS. In addition, another factor that poses a challenge to the teaching and learning of CRS among students is that they perceive the way CRS is taught is against their personal belief, and also their perception that every student in their class are not of the same religious background which they felt makes it difficult for them to share common knowledge. A good example the researcher would pose here is the differences in belief between the Catholics, Anglican, Pentecostals and Jehovah Witnesses. Having these category of persons in the class, the teaching of CRS would not be learnt on the same level. This is a call to the curriculum planners to try as much as possible to unify the learning of CRS in schools so students would learn at the same range. This would help reduce the challenges they face in learning the subject.

**Research Question Four:** *What strategies can be suggested for improving the enrolment of students in CRS in Oredo Local Government Area of Edo State?*

**Table 7: Strategies for improving the enrolment of students in CRS in schools**

| S/N | ITEMS | TRUE | FALSE | DECISION |
|-----|-------|------|-------|----------|
|-----|-------|------|-------|----------|

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|     |                                                                                                                                                                                         |      |    |               |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|---------------|
| 17. | The availability and adequacy of learning materials can improve students' understanding of CRS as a subject in schools.                                                                 | 100% | -  | <b>Agreed</b> |
| 18. | If the curriculum is extended to teaching other religious topics aside that of Christianity alone such as other Islam, Buddhism, Judaism etc., more students would offer CRS.           | 97%  | 3% | <b>Agreed</b> |
| 19. | Promoting the relevance of CRS as the career opportunities, valuable life moral skills and others, students would be interested in the subject.                                         | 100% | -  | <b>Agreed</b> |
| 20. | The use of interactive teaching methods such as debates, field trips to religious sites, audio-visual resources, the internet and others can improve students' interest in the subject. | 100% | -  | <b>Agreed</b> |
| 21. | Employing qualified and passionate teachers who can apply interactive teaching methods in the teaching of CRS would ignite students' interest in the subject.                           | 100% | -  | <b>Agreed</b> |

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***Source: Author's Field Survey, 2023***

Table 7 reveals various strategies through which the enrolment of students into the study of CRS can be improved. From the table, they all agreed that the availability and adequacy of leaning materials, extension of the curriculum to teach other religious topics aside that of Christianity, promoting the relevance of CRS, the use of interactive teaching methods, as well as the employment of qualified and passionate teachers are means through which the enrolment of students into CRS can be improved. All these have to be put into consideration. The school as well as

the government, and other educational stakeholders should put their hands on deck to ensure all these are put into consideration if and only if students must be enrolled to opt for CRS as a study, not only at the secondary school level, but at the tertiary institution as well.

### **Discussion of Findings**

The study focused on the influence of school structure and environment on students' choice of Christian Religious Studies as a subject of study in Oredo Local Government Area of Edo State. The findings of the study are discussed below;

**Findings on table 4** revealed the influence of school environment and structure in the choice of CRS as a subject of study among students. From the table, it is seen a good number of students agreed that they are offering CRS as a subject in school and also that CRS is a requirement for graduation. They also agreed that they chose CRS to deepen their understanding and strengthen their faith as a Christian. In the same vein, a good number of respondents agreed to the statement that they offer CRS because of their classmates and friends. They also agreed that their teacher who teach the subject is very passionate and committed. They only disagreed to the statement that their school offer extracurricular activities or clubs

related to CRS. In all, the school structure and environment such as students and teachers have played significant role in bringing students into close relationship with the subject. Schools should have better ways of rekindling students' interest by providing them a club with central focus on CRS just like the Jets Club for Mathematics and Spelling Bee for English, as well as other subjects too.

**Findings on table 5** showed types of facilities available in secondary schools for teaching and learning Christian Religious Studies in schools. From the table, respondents agreed that their CRS teacher makes use of teaching aids like charts and posters to illustrate religious concepts in class. It is good to mention here that other responses asking about the availability of Christian Religious Books in the school library, access to the internet in schools for research on religious topics and resources related to CRS, organization of field trips to religious sites, churches and mosques by the school, hanging of religious symbols and pictures; were all negative. That is to say there is virtually no way schools are promoting the learning of CRS as a subject in schools. This therefore creates a big gap which has to be filled if students must be enrolled in the study of CRS in secondary schools.

It was found on table 6 the challenges they face in the study of Christian Religious Studies in secondary schools. From the study, one significant challenge student's face is that they perceive that there are some controversial topic in CRS taught in their schools that is different from what their pastor preaches in church.

Also, another challenge that is directly affecting students in the school is the inadequacy of resources for teaching CRS. In addition, another factor that poses a challenge to the teaching and learning of CRS among students is that they perceive the way CRS is taught is against their personal belief, and also their perception that every student in their class are not of the same religious background which they felt makes it difficult for them to share common knowledge. A good example the researcher would pose here is the differences in belief between the Catholics, Anglican, Pentecostals and Jehovah Witnesses. Having these category of persons in the class, the teaching of CRS would not be learnt on the same level. This is a call to the curriculum planners to try as much as possible to unify the learning of CRS in schools so students would learn at the same range. This would help reduce the challenges they face in learning the subject.

Findings from survey on table 7 showed the reveals various strategies through which the enrolment of students into the study of CRS can be improved. From the table, they all agreed that the availability and adequacy of leaning materials, extension of the curriculum to teach other religious topics aside that of Christianity, promoting the relevance of CRS, the use of interactive teaching methods, as well as the employment of qualified and passionate teachers are means through which the enrolment of students into CRS can be improved. All these have to be put into consideration. The school as well as the government, and other educational

stakeholders should put their hands on deck to ensure all these are put into consideration if and only if students must be enrolled to opt for CRS as a study, not only at the secondary school level, but at the tertiary institution as well.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary**

This study investigated the influence of school structure and environment on students' choice of Christian Religious Studies as a Subject of Study in Oredo Local Government Area of Edo State. The researcher employed the use of descriptive survey research method. Four (4) research questions were raised to guide the study and stated as follows:

1. What is the influence of school environment and structure in the choice of CRS as a subject of study among students in Oredo LGA of Edo State?
2. What are the types of facilities available for teaching and learning Christian Religious Studies in secondary schools in Oredo Local Government Area of Edo State?

3. What are the challenges faced by students in the study of CRS in Oredo LGA of Edo State?
4. What strategies can be suggested for improving the enrolment of students in CRS in Oredo LGA of Edo State?

Data gathered from the questionnaire administered to secondary school students in Oredo Local Government Area of Edo State were analyzed using tables showing frequencies and percentages, as well as the decision drawn from each statements.

### **Conclusion**

This study focused on the influence of school structure and environment on the choice of Christian Religious Studies as a subject of study among students in Oredo Local Government Area of Edo State. The key variables; school structure and environment, plays a major role in students' choice of subjects, aside that of CRS. Factors like teachers and school facilities as well as the school's resources was found to have a strong influence on students' choices. But unfortunately, school facilities was discovered inadequate and in some schools, it was unavailable. Also, students should try as much to have the same vision towards learning in order to avoid division. Christian Religious Studies as a subject should have a strong cord, with just one focus because Christianity today are of different types. If learning should be unified, concepts taught in the subject should be all-

encompassing. Therefore, there is much work in the hands of educational administrators to draw the schools' curriculum such that would cover other aspects of religion and culture, there is work in the hands of schools to employ teachers that are well-skilled to know how well to bring these concepts together. And there is still work in the hands of schools to provide instructional materials and make them adequate for learning CRS in schools. With these, it is believed that more students would offer CRS as a subject of study instead of it being elective as it is today in some schools.

### **Recommendations**

In line with the findings and conclusions of this study, the following points are recommended;

1. The availability and adequacy of learning materials by educational stakeholders to improve students' understanding of Christian Religious Studies as a subject in schools.
2. Planning the curriculum to ensure it extend to teaching other religious topics aside that of Christianity alone. This is the work of the curriculum planners.
3. Schools should promote the relevance of Christian Religious Studies as the career opportunities, valuable life moral skills and others.
4. Teaching CRS with the use of interactive teaching methods such as debates, field trips to religious sites, audio-visual resources, digital technology, etc.

5. Employing qualified and passionate teachers who can apply interactive teaching methods in the teaching of the subject.

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**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**

**QUESTIONNAIRE ON THE INFLUENCE OF SCHOOL STRUCTURE AND ENVIRONMENT ON STUDENTS' CHOICE OF CHRISTIAN RELIGIOUS STUDIES AS A SUBJECT OF STUDY**

Dear respondent,

The researcher is a student of the above-named Department, Faculty and University. The questionnaire is designed to investigate “**the influence of school structure and environment on students' choice of Christian Religious Studies as a subject of study in Oredo Local Government Area of Edo State**”. You are requested to kindly complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality.

**FAITH OKOSUN**  
*Researcher*

**SECTION A: PERSONAL DATA**

**INSTRUCTION:** Please tick (✓) the answer that best describes your response.

1. **School:** \_\_\_\_\_

2. **Gender:** Male ( ) Female ( )
3. **Age:** 10 – 12 years ( ) 13 – 15 years ( ) 16 – 18 years ( ) 19 years & above
4. **Class:** JSS 1 ( ) JSS 2 ( ) JSS 3 ( ) SS 1 ( ) SS 2 ( ) SS 3 ( )

## SECTION B: RESEARCH QUESTIONS

INSTRUCTION: Please kindly tick (✓) the answer that best describes your response

| S/N | ITEMS                                                                                                                                                                            | TRUE | FALSE |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
|     | <b><i>What is the influence of school environment and structure in the choice of CRS as a subject of study among students in Oredo LGA of Edo State?</i></b>                     |      |       |
| 1.  | I am offering CRS as a subject in my school.                                                                                                                                     |      |       |
| 2.  | CRS is a requirement for graduation in my school.                                                                                                                                |      |       |
| 3.  | I choose CRS to deepen my understanding and strengthen my faith because I am a Christian.                                                                                        |      |       |
| 4.  | Our school offer extracurricular activities or clubs related to CRS.                                                                                                             |      |       |
| 5.  | Majority of my classmates and friends offer CRS, so I chose the subject as a result of that.                                                                                     |      |       |
| 6.  | Teachers who teach CRS are very passionate and committed.                                                                                                                        |      |       |
|     | <b><i>What are the types of facilities available for teaching and learning Christian Religious Studies in secondary schools in Oredo Local Government Area of Edo State?</i></b> |      |       |
| 7.  | We have a school library well stocked with Christian Religious books.                                                                                                            |      |       |
| 8.  | Our CRS teacher make use of teaching aids like charts and posters to illustrate religious concepts in class.                                                                     |      |       |

|     |                                                                                                                                                                                         |  |  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 9.  | We have religious symbols and crosses like crosses and pictures of Jesus Christ and other apostles in my classroom.                                                                     |  |  |
| 10. | We have access to internet in our school to research on religious topics and resources related to CRS.                                                                                  |  |  |
| 11. | Our school organizes field trips to religious sites, churches and places of worship periodically.                                                                                       |  |  |
|     | <b><i>What are the challenges faced by students in the study of CRS in Oredo LGA of Edo State?</i></b>                                                                                  |  |  |
| 12. | There are some controversial topics in CRS taught in my school that is different from what my pastor preaches in church.                                                                |  |  |
| 13. | The resources for teaching CRS in my school is inadequate.                                                                                                                              |  |  |
| 14. | The way CRS is taught in my school is against my personal belief.                                                                                                                       |  |  |
| 15. | Not every Christian in my class is of the same religious background, which makes it difficult for us to share the same knowledge.                                                       |  |  |
| 16. | I don't like CRS as a subject.                                                                                                                                                          |  |  |
|     | <b><i>What strategies can be suggested for improving the enrolment of students in CRS in Oredo LGA of Edo State?</i></b>                                                                |  |  |
| 17. | The availability and adequacy of learning materials can improve students' understanding of CRS as a subject in schools.                                                                 |  |  |
| 18. | If the curriculum is extended to teaching other religious topics aside that of Christianity alone such as other Islam, Buddhism, Judaism etc., more students would offer CRS.           |  |  |
| 19. | Promoting the relevance of CRS as the career opportunities, valuable life moral skills and others, students would be interested in the subject.                                         |  |  |
| 20. | The use of interactive teaching methods such as debates, field trips to religious sites, audio-visual resources, the internet and others can improve students' interest in the subject. |  |  |
| 21. | Employing qualified and passionate teachers who can apply interactive teaching methods in the teaching of CRS would ignite students' interest                                           |  |  |

|  |                 |  |  |
|--|-----------------|--|--|
|  | in the subject. |  |  |
|--|-----------------|--|--|