

**IMPACT OF LEADERSHIP STYLE IN EFFECTIVE
TEACHING AND LEARNING CHRISTIAN RELIGIOUS
STUDIES IN SECONDARY SCHOOLS IN OSHIMILI
NORTH LOCAL GOVERNMENT AREA, DELTA
STATE**

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DECEMBER, 2014.

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**BEING A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF EDUCATIONAL STUDIES AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF B.A (ED) DEGREE IN
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UNIVERSITY OF BENIN, BEENIN CITY**

DECEMBER, 2014

CERTIFICATION

We here by certify that this research work was carried out by Nwaose Juliet Agi the Department of Educational Studies and Management, Faculty of Education, University of Benin , Benin city and approve that the research work was adequate both in scope and quality for the partial fulfillment of B.A (Ed) in religious studies.

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DEDICATION

This project is dedicated to God Almighty for giving me wisdom, knowledge and courage that kept me throughout my studies in University of Benin.

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My appreciation goes to God Almighty, who has lead me with cords of human kindness and with ties of love.

My gratitude also goes to my project supervisor Rev. Sr Dr. Paulette Ekejiuba for all her guidance in the course of this study. There of course no way I will forget to appreciate my parents Mr. Mrs. J.N Nwaose for the course undertaken in bringing me to this height. Thanks to Mrs. N. Eze, my siblings and friends who has strengthened me all this while.

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ABSTRACT

Schools and school leadership have continued to be scrutinized by the legislature and public. With the passage of such laws as No Child Left Behind in 2001, the accountability standard of public schools has risen to all-time levels. The study explored the challenges facing teachers in using CRS to enhance values amongst students in schools in order to seek ways of alleviating them.

The literature review seeks to discover the effects school leaders have on student achievement. This literature review looked at a variety of leadership styles, identify the direct/indirect influences of school leadership on learning, leadership and teacher efficacy traits that impact learning and consider school leadership traits that lead to student achievement. The findings also indicated that media/internet had a negative influence on the student's acquisition of values. The study also revealed that the learners access some

materials which are not good for their moral development for instance fictitious movies and pornographic materials through the media and particularly the internet.

In conclusion, good leadership style enhanced effective and efficient teaching/learning of Religious Studies thereby improving the performance of students. Therefore, Delta State Ministry of Education should endeavour to give principals periodical allocation for teachers' incentives to motivate the good ones among them. There is also need for administrative support in CRS teachers in terms of provision of instructional materials, and incentives to CRS teachers.

CHAPTER ONE

INTRODUCTION

Background to the study

The success of any organization is highly rested upon the head, boss or the manager of such an enterprise or business, school or any organization. The leadership impact is desirable in an organization to aid easy and maximum success. Leadership is an instrument use in an organization for behaviour modification.

It determines the goal of an organization and the means of accomplishing them. Therefore, leadership in an organization has been seen as a motivator, whereby one person who is the head motivates towards the achievements of specific goal of the organization. However, fellowship is the essence of leadership In other words, it is the willingness of people to follow, that makes a Person a leader. Moreover, people follow

those perceive to be providing the means of achieving their main desire, wants and needs. In this case we can see that leadership and motivation are closely interconnected.

Motivation enables us to appreciate better what wants and why they act as they do.

In secondary school administration, the success of any school to achieve its stated goals or objectives depends on the ability of the chief administrator otherwise known as the principal and his leadership style.

Effective leadership role provide by the principal will lead to the achievement of the school's goals and objectives. There is an adage to this which says "Get the right man in leadership job and all your problem will be solved". The school administrator is the leader of the staffs, and student of the school. He is expected to be knowledgeable in the area of administration and should be able to address difficult issues or problems at different point in time. Leadership is concerned

with human experience and energy in an organized group and the concept is also a prime importance to administrators because people partake in all organizations administration. The leadership style of the principal is demonstrated in his activities which makes him to be recognized as a leader of a group. Many people strongly believe that even when there is good educational plan, good school programme, adequate staffs and facilities, what is more important is a good administrative leadership to coordinate all these for the progress and success of the school.

In case, where the leadership style of the principal is ineffective, even the best school programme, the most adequate resources and the most motivated staff and students will be rendered unproductive.

Therefore, the importance of a good leadership style in an organization cannot be over emphasized.

It is highly pertinent to know that leadership style is concerned with the initiation, organization and direction of the actions of the members of the group in a specific situation towards achieving the objectives of the groups. As far as the standard of education is concerned in the country a large section of people strongly believe that it is falling and the value of education depreciating. Different reasons have been given for it.

The society blames school for massive promotion of student and teachers were equally blamed and accused of not doing their work accordingly. Parent are not left out in the blame not paying attention to their children academic.

In addition, the governments were also blamed for failing to meet the needs of the teachers. As a result of this teachers spends more of their time doing their private business instead of reading and preparing their lesson notes since most of them claimed that they cannot work on empty stomach.

The students are part of the reasons for the blames because most of them are no longer ready to face their studies instead they believe in “expo” and do not obey constituted authorities. The Principle of the schools were also blamed for failing to do their jobs in exercising their leadership roles in their various schools.

In the light of the above, there is therefore an urgent need to investigate the impact of leadership style on effective teaching and learning of Christian religious studies in secondary school in Oshimili North Local Government Area of Delta state. However, the teacher, student level of productivities in a school determines the effective the principal’s administrative role and leadership style are.

At the end of the study, teachers and parents should find their research work useful in structuring and planning Christian religious studies syllabus and they would also know why it is necessary to encourage young children to participate in

religious education. My formulated syllabus will include useful themes and topics, moral lessons and questions. No doubt, if you're a reader you will find out that Christian religious education will make a child a better and useful person in the society because there are lot of moral lessons to be learnt in Christian religious education and the Bible will be the major tool that we will depend on to achieve knowledge statement of the problem.

The teaching and learning of the Christian religious studies (CRS) is meant to not only mould one spiritually but also contribute positively to transformation to one self and the society as a whole. (Gichaga & Kerre 2004)

The nature of Christian religious studies, the placing of emphasis on factual examination and religious dogmas, poor method of teaching are some of the factors responsible for the poor performance and low enrolment of student in the subject.

Other problems with the subject includes skeptical attitude of teachers, students and parents.

The lack of relevant instructional media and text books with the rigidity of the tradition oriented approach to a more creative experiential approach. It must also be seen as investigation rather than indoctrination. This explains the need for a better approach to the teaching of the Christian religious studies.

The problem to which leadership style could improve the performance of the students in religious studies apart from its influence, or the cognitive achievements of the student. It examined the influence It has on the attitude of the student towards the subject.

Purpose of The Study

The major aim of the study are:

- I. To examine the effects of leadership style on effective teaching and learning in secondary school
- II. It also to find outcome of desired leadership style by the principal towards achieving the school goals
- III. To gather information's that illustrates the usefulness of teaching religious studies in our secondary schools and the benefits it has to parents, teachers and society at large.
- IV. Finally, to find out the ways that will enhance good performance of leadership and effective teaching behaviour of teachers in and Christian religious studies in secondary schools

Research Questions

- a. What are the importance of religious education in secondary schools?
- b. How does leadership style affects teaching and learning?

- c. To what extents have teachers behaviour affected the students in term of their achievements in Christian religious studies?
- d. What are the effects of effective leadership style on teaching and learning of Christian religious studies in secondary schools?
- e. What are the outcomes for studying religious education in secondary school?.

Research Hypotheses

HO₁: There is no significant relationship between the principal style of leadership and the teaching/learning atmosphere among teacher and students.

HO₂: There is no significant relationship between the join leadership style and teaching learning atmosphere

HO₃: There is no significant relationship between teachers behaviour and students achievements in Christian regions studies.

Significance Of The Study

The extent which various leadership approaches adopted by secondary school principals has influenced the teaching learning situations is an important area of investigation

The study will be relevance to the principals of schools as their leader administration in the school, board of education, parent and teachers and other public people, usually hold the principal responsible for the success and failure of school organization.

Finally, the findings emanating from this study will be a tremendous help to leaders in secondary schools not only in Oshimili North Local Government and Delta State alone but throughout the Federation.

Scope Of Study

Therefore, the main focus of this study is to find out the extents to which the various leadership styles adopted by secondary school teachers have influenced learning attitudes toward Christians religious study in Oshimili North Local Government secondary schools.

Limitation Of The Study

The major limitation of the study was that its studies and findings may not be generally to cover the entire country since the population sample was drawn from only one local government. additional limitation will involve students willingness to comply with the enforced organizational techniques and teaching methods of the subjects.

Apart from time frame and shortage of finance, the major limitation to this research is the inability of the researchers to

cover the whole public/private secondary schools in Delta States

Definition of Terms

- **Religion:** Religion is the belief in spiritual beings.
- **Leadership Style:** is the state of a behaviour a leader use in his effort to lead.
- **Education:** Education like religion may mean different things to different people for its embraces a lot of issues, but is generally agreed that it is a process.

Education concerns itself with initiating young people into what is worthwhile and capable of achieving a voluntary and committed response from the learner.

- **Leadership:** It is the process of influencing the activities of others so that they strive willingly and enthusiastically towards the achievements of sets goals
- **Secondary School (also High schools):** Is a term used to describe an educational institution where the final

stage of schooling, known as secondary education and usually compulsory up to a specific age, take place. It follows elementary or primary education, and may be followed by University (tertiary) education.

- **Effective:** Effective means achieving a desired result that strikes an impression or effects.
- **Teaching:** Is an attempt to help someone acquire or change some social skill, attitudes, knowledge, ideas or appreciation
- **School:** A school is an institution designed for the teaching of students (or “pupils”) under the directions of teachers.
- **Learning:** Learning means relatively permanent change in behaviour as a result of accumulated experience.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In Nigeria today as more than ever before, there is a greater demand for highly creative and innovating teachers who can lead the students onto parts of meaningful learning.

An effective and efficient teaching in schools has been one of the perennial problems in educating. Others include the nature of the curriculum. Controversial nature of the subjects and poor nature of instruction.

One of such subjects that is difficult to teach is religious studies. Religious studies before lay emphasis on factual examination oriented approach and religious dogmas. Today, it have become a matter of investigation an experiential rather than indoctrination.

In school today, there are still terminologies for the subject. Some prefer religious studies. In some cases they are used interchangeably.

Scott (1980) says that no consensus exist today on the nature, scope and roles of religious studies. The above scholar believes that current search to identify revolves around different usage of key terms like religious education, religious knowledge and moral instruction

Literature Review

Teague (2004) also speaks on the poor communicating method and teaching of National Association of Bible. knowledge teachers of Nigeria (NABKTN) held at Bauchi state polytechnic in 1989, it is revealed that there have been a serious reduction in the enrolment of students level and tertiary institution of learning.

A survey carried out at Obafemi Awolowo University, Ile-Ife (2006) also revealed the same low enrolment. Other findings revealed that religious thinking among individual students is confessing and inarticulate. It was also found that simple lessons taught were not being retained (Botowora 2006) Teague (2004) shows that the serious problem facing the teaching of the subject is lack of modern relevant instructional materials and textbooks.

However, Sofowora (2002) shows that not all media materials are available are technically suitable for use in teaching. He emphasized the need for training teachers in the art and craft of design selection production and use of appropriate needs.

Akanbi (2004) explained that children learn in two ways orally and visually. Many of them learn more rapidly where oral teaching is linked with visuals or concrete things they can see, touch or handle. Akanbi also further explained that a teacher cannot be certain that his/her verbal description will convey

the correct meaning especially if the teacher finds it difficult to compare the concepts being described with those things the students already know. The implication of all this is that religious studies cannot be effectively taught if teachers are not skilled in the art and craft of designing, development and production of education media.

According to Koontz (2003) a school's principal or teacher can't rely upon all the subordinates to contribute towards group goal accomplishment with zeal and confidence, there would be no need to develop the art of leadership. Morale would always be high and all would produce to their maximum capability adverse environmental circumstances, few subordinates work with continuity, zeal and confidence.

Therefore the function of the principal or any teacher is to persuade and use his/her leadership style to coordinate all activities of subordinates and to contribute willingly to organizational goals in accordance with their maximum

capability. It worth knowing that the improvement of any educational institution depends on quality of its teachers. And the main objectives of any educational system to promote teaching. Learning process, therefore, the main responsibility of teachers is to facilitate learning process and in carrying out this, the principal must provide a conducive atmosphere for it through the type of leadership style being operated in the school.

School administrators spends much of their time working with groups. Effective administrative leadership involves an understanding behaviour of the people of the groups.

In an organization of institutions of learning where the members are composed professionally, the kind of desirable's leadership is participative.

The issue of teachers performance in the class room I therefore a problem of this research. The question of what factors generally influence teachers morale is amply discussed in

several literatures, a summary of which is simply presented by Lawler (2002) thus:

In addition to being influenced by motivation, productivity is affected by workers ability and a number of situational and environmental factors. The objectives of the school would not be achieved if there is no harmony in the school between how the teachers perform and he leadership style. However is will be erroneous to assent that all schools principals in this country fail to acknowledge the significance of good human relationship in dealing g with their teachers, because it is evident that leadership approach likely vary from one principal to the other and in part due to situation

The situation in the school vary in different or many aspects, undoubtedly this will mean further divergence in relationship approach. In this regard Ajayi (2001) stated that:

“this statement could be seen as signifying that effective leadership should take into account people, processing system. The need for effective interaction between the staff and the leader in a school system cannot be over emphasized when one consider that no school problem can be treated effectively without the involvement of all of all concerned”

What Is Religious Education

Under normal circumstance religious education can be defined as a lesson, instruction or coaching of a specific religion. In contemporary and secular society, religious education involves a particular kind of teaching which is not so much associated with the academic would and usually considers religious faith as the basic ideology and working modality, as well as required condition of attendance. We can also say that religious education is a phrase given to education concerned

with the study off religion. It can be referred to the teaching achieved through a church or religious association for information with regards to doctrinal beliefs and faith or for learning in various areas of religions, but with no

unequivocally religious or ethnic aspires, e.g. in a school, college or university. The expression frequently have common characteristics with religious studies. (Wikipedia, 2010) Great Britain in Great Britain religious education is a mandatory subject in the state of educational system.

Primary schools are obligated to educate students on a religious studies curriculum according to the local and national standard guidelines. In Scotland there educational systems for primary and secondary schools have divided religious education into two categories. The first is for age 5 to 14 and the other from 14 to 18. Age 5 to 14 is required to study religious, moral, and physiological studies (BHA, 2006).

The teaching usually cover religious leaders and the creation of the world in a particular religious perspectives, religious and moral theme. Parents and guardians have the right o exempt their children from participating in religious education anytime during the period of study, of which the school

authority have no right to disallow. (Department of children, schools and families, 2008).

Types of leadership styles

Leadership style within a school often shape the way student learn and grow both as leaders in the future and leaders in the class room. There are three broad categories of leadership; autocratic, democratic and laissez-faire styles. This styles are often Brocken down into various traits which makes up sub-categories of leaders. Leadership within secondary schools like leadership found in any other position, usually fall under the main styles. However, it is clear that leadership is a very important component and critical ingredient in the process of improving the schools performance. Teachers have leadership capability waiting to be unlocked and engaged for the good of the school.

Autocratic Leadership

The autocratic style of leadership which is sometimes called the authoritarian style, is where the leader makes decisions without the consultation of the followers. For example, if the principal within a school makes a decision for the school without taking into account the teachers or getting their input, the decision is autocratic. Since the style does not obtain input from the teachers, in secondary schools it is usually not appropriate unless fast action is needed and teachers' input is not possible.

Democratic Leadership

Democratic leadership is a type of leadership where decisions are made as a group. Leaders who use a democratic style obtain the input of others before making a decision. In secondary schools, the style is appropriate when teachers are able to agree or when a small group of teachers are needed for the decision. In practice, democratic styles are not always

practical because too many ideas can cloud the decision and make it hard for the group to make a decision.

Laissez-Faire Leadership

The Laissez-faire leader is one who does not participate in the problems and leaves them for others to solve instead. Generally this style of leadership is only used for delegation purposes to be a smoothly running school. The principal in a school may use this method when he is unable to perform a task or solve a problem due to having too many tasks to keep up with.

Effective Style for Secondary School

Transformational style of leadership, which is a combination of the three broad styles in an effective leadership style for secondary schools. The transformational leader is one who looks forward and inspires others to look toward the future. It is a style of enthusiasm and support which is ideal for schools.

because the enthusiasm for the future encourages students and faculty., the style incorporates all three of the broad categories to accomplish tasks as they are needed to move forward and accomplish the main goal of the school.

Leadership Styles Of Teachers And Students Performance

The position of teachers in the classroom has been beautifully captured. Obviously, the teaching, learning process revolves among the teachers, with him taking the lead in process (Ashibi 2005).

Teachers leadership styles can be classified into autocratic, democratic and Laissez-faire. The autocratic leaders uses commands on the students and expects compliance from them. He or she is dogmatic or positive and uses rewards and punishment to exact compliance.

On the hand, democratic leaders employs participatory leadership style.

He or she consults with his or her students and encourages participations from them (Koontz, 1983)

The teachers leadership style has wide implication on the classroom management and a great deal of influence on the students. This is because leadership involves interpersonal influence exercised on others through communication process toward the attainment of certain goal. Leadership entails social influence which effect on other results in the achievement of common goals. the teachers therefore has the power to take decision, which influence the students.

The attitude of the students could therefore be altered when a change in the adult leadership of their group is accompanied by a change in physiological climate. (Adeyei 2006) teachers performance could be measured through annual reports of the activities in term of performance in teaching, lesson preparation, lesson presentation, mastery of subjects matter, competence, teachers commitments to job and extracurricular

activities. Other areas of assessments includes effective leadership, effective supervision, effective monitoring of students, work, motivating students, interests, class controls and disciplinary ability of the teachers (Adeyemi, 2004)

According to Ajayi and Ayodele (2001), a leader can indeed have a particular way of leading which is termed leadership style.

Teachers who exhibited good reports with students in the classroom impacted positively on student's school performance than teachers who are authoritative and arrogant. According to him "when students undertook self-initiated work, they are in effect adopting the teachers value as their own". The self-initiated work performed by the student serve as an index to the degree of similarity between students values and those of the teachers.

Authoritarian teachers is task-oriented, directive and distant in his relationship with the students, such a teacher is the

only one that determines what goes on in the class, makes major plans and dictates the activities of the students and their pattern in interaction (Edem 1979)

Importance of learning processes to the teachers and students

The knowledge of the process of learning will:

- I. Assist teachers to the best or alternative strategies to aid them in teaching.
- II. Make the teacher understand individual differences among the students. He can then adopt and use various strategies that stimulate learning among learners.
- III. Make the teacher understands what motivates children of various ages and to arrange his lessons to satisfy the diverse interest of such children.
- IV. Makes the teacher to emphasize what interest, arouses and stimulates learning effort of the students and to

eliminate or de-emphasize what may create uninteresting or fear or lack of interest in the learner.

V. Help the teacher to identify what aids remembering the factor responsible for forgetting.

VI. Enables the teacher arrange his class in more social and conducive ways because learning is expected to improve the quality of life of individual and society.

The Use of Life Approach in C.R.S to Enhance Acquisition of Values

In the teaching of C.R.S, the teacher is expected to apply appropriate teaching method base on the learners experiences.

The teacher should be equipped with relevant skills to enable him/her to deliver the subject content effectively through selection of methods which aims at making teaching learner-centered and to bring about positive behaviour change.

In her study on the use of the life approach method in teaching of C.R.S in secondary schools, Osongo (2001) defined

life approach as starting to teach with the real and concrete and with the present situation of the learners, and letting them arrive at a religious understanding of those experiences.

The approach implies that God speaks to people through their situation and experiences and emphasizes the use of the learners day-to-day experiences as the basis of teaching C.R.S. religious belief cannot be taught as if they were facts, they are by nature experiential (BHA 2006). This calls for emphasis on the students own experiences, need and interest and need to encourage the learner to look more deeply into their feelings, acts and experience and to express what they discovered in everyday language. The pluralistic and materialistic nature of the present day society cannot allow the use of traditional methods of teaching religion. To some extent religion has become a private affair, so the approach in teaching It should be one that can help the students make his/her own free

choice, particularly in matter relating to value acquisition (Osongo 2008)

Stages in The Use of Life Approach

Walabaa (2008) outlines a lesson plan format that has the following steps which a teacher using life approach may follow, for example:

Topic: Christian teaching on money, wealth and poverty in the old testament.

Specific Objectives: by the end of the lesson the learner should be able to.

Attitudinal: Appreciate and apply the teaching learnt in their daily lives

Human Experience

In this stage the lesson begins with the teacher involving the learner in learners in reflecting on the day-to-day experiences

related to the subject matter. Its purpose is to arouse the learner's interest, attention and to stimulate his/her imagination. This could be a scenario, questions, demonstrations, interesting stories or even drama which is relevant to the lesson and to the learner's life. The teacher is expected to show how God is revealed in the experience.

The Biblical Experience

The teacher introduces the Bible and then guides the learner to read the references where applicable while giving appropriate explanation.

Explanation

The teacher explains the main points by use of various teaching aids to make the lesson more real, lively and interesting. Methods such as discussion, question and answer, note making, lecture can be used for in-depth comprehension

of the content necessary for the application and choice of values.

Application And Response

At this stage the teacher tries to show the relevance of the content to the learners live and assesses whether the attitudinal objectives have been achieved or not. The teacher provides the learner with the opportunity to react and respond to the message of the lesson. Since life approach focuses on critical thinking, it encourages interactive and participatory learning. Lulley (2009) observes that the teachers is required to help or stimulate the student to reflect, analyze and synthesize information's and eventually apply it to their own life. Appropriate methods used are those that enhance acquisition of values as small groups discussion and valuing methods (value clarification, self-explanatory, value sheet and group enquiry).

Challenges of Using Christian Religious Studies to Enhance Values

The teaching and learning of Christian Religious Studies in secondary schools revealed that the subject has continued to be less prominent among students in secondary schools. Eshiwani (1992), on the quality of secondary education in Nigeria, note that the challenges associated with teaching of subjects like C.R.S is perceived by learners as having a minimal contribution to the job-market. This compounded by the fact that the subject is not a prerequisite for entry into high professional courses like medicine, engineering, law and computer science. Many students are opting for science subjects. A proposal by the ministry of higher education that the government would in the future only sponsor university courses that are directly relevant to the attainment of the vision 2030 economic development, only served to worsen of the art related courses. The proposal ignores the important

contribution of the art subjects in realising the same goals and the fact that teachers are required to lead the way to attain the millennium development goal (MDG).

Some people believe that CRS is an essay subject for students to pass and offer no job prospects except becoming preachers or teachers of CRE (Chemutai, 2008).

The negative feeling toward the subject has affected CRE teachers in that some shy away from the subject while others feel it is a subject for the female. (Christian Education 1993, December). This requires the reexamination of the subject in order to establish what has tainted its image. A study by Christian Religious Curriculum in relation to students' achievement has found out that most teachers use the lecture method which makes lessons boring, making students develop a negative attitude toward the subject and particularly CRS. Nzomo (2011) urges teaching to improve their competence through training since it helps one to develop skills, character

and ultimately better their profession. Nzomo (ibid.) however, there is need to organise inservice courses to CRS teachers in order to boost their teaching skills. The lack of concern by the ministry of education portrays the fact that it is not positive toward the subject. Simatwa (the standard, 2011, January 19) observes that motivated teachers often increase chances of students excelling in national exams and pursuing courses of choice in the university.

Goble (1997) has reported that in-service training is necessary remedy for deficiency that teachers have discovered in their professional skills and in some specialised skills to keep pace with the changing demands of a growing curriculum.

Ondielu (1995) also adds that if teachers are to take full responsibilities of their duties, then they should be prepared beyond mere planning of a series of lessons and be able to justify the input and value added to the learner. Another challenge facing the use of CRS to convey values is if the

negative influence from prints and electronic media and internet which many youths have been hooked to. These channels have introduced the young people to foreign, conflicting values, and immoral practices. The situation is worsened by the general moral decadence in the society evidenced by cases of robbery, violence, rape, and defiling, murder, corruption even among top government officials such as the Goldenberg, Anglo leasing and the Nairobi city council cementry scams Ndarwa (2007) makes similar observations in her study on the role of CRE in student's moral development.

Challenges Facing Teachers in Using Christian Religious Studies to Enhance Values

One of the objectives of the study was to explore the challenges facing teachers in using CRE to enhance values amongst students in schools in order to seek ways of alleviating them in order to identify the challenges, the study

sought opinion from CRE teachers on what they perceived as a factor that militated against the implementations of values acquisition through CRE.

Emphasis On Science Subjects

The teachers noted that in most of the schools, more emphasis is placed on science subjects at the expense of humanities under which CRE subjects falls. As shown in the findings, majority of the respondents (90%) asserted that a lot of emphasis is placed on science and mathematics subjects.

Moral Degradation In The Society

As found in the study, 60% of the teachers noted that moral degradation in society posed the difficulty in using the subject to convey values. This could be attributed to the fact that students are greatly influenced by the social evils going on the society since they are part and parcel of the society.

The direct relevance of the subject to the day-to-day life of the student could not be easily established.

Failure To Attend Seminars, Workshops

Failure to attend seminars, workshops, refresher courses was also noted as a challenge by the teachers who participated in the study. Out of the total number of respondents, 80% indicated that there are no such opportunities for the CRE teachers. This implies lack of support from the educational managers to the CRE teachers. This impacts negatively in the teaching and learning of the subject and hence becomes a hindrance to acquisition of values of the students since the in-service provide opportunities for the new skills and knowledge on content and methodology.

Wide Syllabus and Exam Pressure

From the findings of the study 60% of the respondents strongly agreed or agreed that the current syllabus is so wide

and they were under pressure to complete the syllabus for exam purposes which concentrates more on the cognitive aspect of learning at the expense of value acquisition.

Negative Media/Internet Influence

The negative media and internet influence on the teaching and learning of the subject and more so on the students acquisition of values are high. This is because the programs both in print and electronic media offer totally different and conflicting set of values from those advocated for through CRS subject. Students easily access the internet through the use of mobile phones which exposes them to all sorts of materials some of which promotes immoral and criminal activities. This poses a big challenge to teachers who have to deal with students in a state of confusion of values.

General Negative Attitude Towards Christian Religious Studies

On whether or not the general negative attitude in their schools towards the subjects was of significance the response was on the affirmative with 85% in agreement. This was further confirmed during the interview that the negative comments made by other members of staff concerning the subject, the low status accorded, lack of administrative.

Support and bias towards science and other subjects had impacted negatively on the teachers efforts to enhance values in students.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

This study is a survey design. It attempt to investigate whether leadership style any effects on effective teaching and learning of CRS and how it can contributes to the success or failure of the school organization. It finds out the leadership style adopted by some principals, how it affects the teachers' attitude to work and the student performers in school.

Population Of The Study

Population is very indispensable in any research study and for such research to be meaningful to the generality of society. There are 14 secondary schools in Oshimil north local government area but the study will focused on only five schools which include the following:

- Ibusa Girls Sec. Sch.

- St .Thomas College
- Mercy of God Private Sch.
- St .Maria Private Sch.
- Chosen Stars

Sample Size and Sampling Procedure

The sample used in this study consists of selected secondary schools in Oshimili North of Delta state. From each of the sampled schools; 10% of their population will be used for the sample size. The schools are; Ibusa Girls Secondary School 520 St .Thomas College 470 , Mercy of God Private School 225 , St .Maria Private School 261, Chosen Stars 135 . 10% of the total sample size amount to 160. This means that total of 160 students and teachers were randomly for the study.

Research Instruments

The research instruments used were structured questionnaire and interviews. The questionnaires items provided optional

answers from which the respondents were expected to choose any one that suits their responses.

The four points rating which will enable respondents indicate the extent of agreement or disagreement with questionnaire items Disagree (D), and strongly Disagree (SD).

Administration Validity And Reliability Of Instrument

The teacher questionnaire and students' questionnaire were administered to elicit response from respondents from selected schools. A clear instruction on how to complete the questionnaire was provided to the respondents by the researcher. The researcher endeavoured to visit all the schools covered by the study with the permission of the principal. The content validity of the research instrument will be ascertained by the project supervisor and some experts in the field. The supervisor made necessary corrections and finally approved it.

Method of Analysis of Data

The researcher used mainly descriptive statistical tools, table, chart and simple percentage, means variance to present and describe information sought by the study.

Data collected was analyzed statistically using chi-square statistics. The formula for this statistical method is shown below:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

E

Where O = Represents the observed frequency.

E = denotes the expected frequency

\sum = sigma notation (sum)

X^2 = chi – square distribution

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

This chapter presents the data generated by the researchers. The data were analyzed and discussed in line with the main objectives of the research which were: Identification of leadership style of principle in school administration and the importance of CRS on values.

Data Presentation

Table 4: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	80	50
Female	80	50
Total	160	

In table 1, it shows that 80 (50%) of the respondents used were male while the remaining 80 that is (50%) of the total respondents were female.

Table 2: Distribution of Students Response by Age

Age	Frequency	Percentage (%)
14-15years	85	54
16-17years	50	29.3
18-19 years	25	16.7
Total	160	100

In table 2, it indicated that 65 of the total respondents between the ages of 14-15 years were 54%, 16-17 years were 29.2% while the remaining 20 respondents that is 16.7% were between the ages of 18-19 years.

**Table 4 - Students Response to whether Students
Response to Distribution of respondents by subject**

Subject	Frequency	Percentage (%)
Science	30	18.75
Art	90	56.25
Commercial	40	25
Total	160	100

The above table shows that 30 (18.75%) of the respondents offer science subject, 90 (56.25%) offer Art subject while the remaining 40 (25%) of the respondents offer commercial subject.

Section B – Students Response to the administrative leadership style of teachers in CRS

Table 4 – Students Response to whether the administrative leadership style is good in decision making

Variable	Frequency	Percentage (%)
Agree	80	50
Strongly Agree	40	25
Disagree	25	15.63
Strongly Disagree	15	9.37
Total	160	100

From the above table, 80 (50%) of the respondents agreed, 40 (25%) strongly agree, 25 representing (15.63%) disagreed while 15 (9.37%) strongly disagreed.

Table 5 – Students Response to whether Personality trait of leadership style leads to dictatorship

Variable	Frequency	Percentage (%)
Agree	50	31.25
Strongly Agree	60	37.50
Disagree	40	25
Strongly Disagree	10	6.25
Total	160	100

The table shows that 50 (31.25%) agreed, 60 (37.50%) strongly agreed, 40 (25%) disagreed while only 10 that is (6.25%) strongly disagreed.

Table 6 – Students Response to whether Teachers incentives motivate them to work effectively

Variable	Frequency	Percentage (%)
Agree	80	50
Strongly Agree	60	37.50
Disagree	10	6.25
Strongly Disagree	10	6.25
Total	160	100

In table 6, out of the total of 160 respondents, 140 were strongly in support that teachers motivate them to work effectively while total of 20 (12.50%) did not support this view.

Table 7 – Students Response to whether thorough evaluation and supervision of work in the school is done by the principal

Variable	Frequency	Percentage (%)
Agree	90	56.25
Strongly Agree	50	31.25
Disagree	-	--
Strongly Disagree	20	12.5
Total	160	100

The table indicated that thorough evaluation and supervision of work in the school should be done by principal of the school. This can be seen in the above table as 140 (88.50%) supported the views while only 20 representing 12.5% did not.

Table 8 – Students Response to whether Leadership position in school allow teachers to discipline errings students

Variable	Frequency	Percentage (%)
Agree	10	6.25
Strongly Agree	10	6.25
Disagree	70	43.75
Strongly Disagree	70	43.75
Total	160	100

Table 8 above shows that total of 20 (12.5%) of the respondents disagreed while total of 140 (87.5%) disagreed with this fact.

Table 9 – Students Response to whether Good leadership style produces good morale in student

Variable	Frequency	Percentage (%)
Agree	80	50
Strongly Agree	80	50
Disagree	-	-
Strongly Disagree	-	-
Total	160	100

The above table indicated that total of 160 (100%) support the fact that good leadership style produces good morale in students.

Table 11 - Students Response to whether Good teachers/student relationship leads to student's academic success

Variable	Frequency	Percentage (%)
Agree	75	46.87
Strongly Agree	75	46.87
Disagree	5	3.13
Strongly Disagree	5	3.13
Total	160	100

This table shows that 75 (46.87%) agreed, 75 (46.87%) strongly agreed while total of 10 (6.26%) disagreed with this statement.

Table 12 – Students Response to whether Teachers’ efficacy is the paramount thing in every good leader

Variable	Frequency	Percentage (%)
Agree	100	62.5
Strongly Agree	60	37.5
Disagree	-	-
Strongly Disagree	-	-
Total	160	100

Table 12 indicated that the majority of respondents representing 100 (62.5%) agreed while 60 (37.5%) strongly agreed.

Table 13 - Students Response to whether School administrative uses appropriate teaching methodology

Variable	Frequency	Percentage (%)
Agree	50	31.25
Strongly Agree	50	31.25
Disagree	-	-
Strongly Disagree	60	27.50
Total	160	100

Based on the table above, 50 respondents that is (31.25%) agreed, 50 (31.25%) strongly agreed while 60 representing (27.50%) strongly disagreed.

Table 14 – Students Response to whether Teachers maintain discipline in school

Variable	Frequency	Percentage (%)
Agree	50	31.25
Strongly Agree	45	28.13
Disagree	35	21.87
Strongly Disagree	30	18.75
Total	160	100

This table shows that discipline is not properly maintain in school. 50 (31.25%) agreed, 45 (28.13%) strongly agreed, 35(21.87%) disagreed while the remaining 30 strongly disagreed.

Section B – Importance of Christian Religious Studies on student

Table 15 – Students Response to whether CRS is important for the development of students’ morale

Variable	Frequency	Percentage (%)
Agree	90	56.25
Strongly Agree	70	43.75
Disagree	-	-
Strongly Disagree	-	-
Total	160	100

The above table indicated that CRS is important for the development of students’ morale. Almost all the respondents agreed on this fact.

Table 17 – Students Response to whether Teachers efficacy stimulates students interests in studying CRS

Variable	Frequency	Percentage (%)
Agree	80	50
Strongly Agree	80	50
Disagree	-	-
Strongly Disagree	-	-
Total	160	100

Table 17 shows that 80 (50%) of the respondents agreed, 80 strongly agreed that teacher’s efficacy stimulate students interests in studying CRS.

Table 18 – Students Response to whether Conducive learning environment enhances students’ academic performance in CRS

Variable	Frequency	Percentage (%)
Agree	75	46.87
Strongly Agree	70	43.75
Disagree	5	3.13
Strongly Disagree	10	6.25
Total	160	100

This table shows that conducive learning environment enhances students’ academic performance in CRS. A total of 145 respondents supported this facts while only 15 respondents did not.

Table 19 – Students Response to whether the Use of instructional media is necessary in teaching CRS

Variable	Frequency	Percentage (%)
Agree	64	40
Strongly Agree	66	41.25
Disagree	30	18.75
Strongly Disagree	-	-
Total	160	100

This table indicated that 64 (40%) of the respondents agreed, 66 (41.25) strongly agreed while 30 (18.75%) disagreed.

Table 20 – Students Response to whether CRS reshape student’s life and values

Variable	Frequency	Percentage (%)
Agree	80	50
Strongly Agree	80	50
Disagree	-	-
Strongly Disagree	-	-
Total	160	100

Table 20 shows that 80 respondents (50%) agreed, another 80 (50%) also strongly agreed that CRS help to reshape students life and value.

Discussion

The study was taken to find out the effect of school principals leadership style on teachers’ attitude to work.

Base on the findings, the following conclusions were drawn: The administrative style adopted by the principals was inadequate for effective school administration. The personality traits exhibited by the principals appeared somehow harsh to their subordinates. In view of this, it could be concluded that supposed leadership styles were not adopted by these principals. A good leader must be flexible and mix leadership styles in dealing with his or her subordinates.

It was revealed from the data collected and analyzed that principals' administrative style and approach to teachers were inappropriate and harsh. Another factor which affects teacher attitude to work is inadequate incentives to teachers.

The findings revealed that teachers were not adequately motivated and encouraged. Generally, the analyzed data showed that the conditions of service were not encouraging enough. The principals evaluating measure on the staff performance was not encouraging. The findings revealed that

in evaluative habit of some principals' affects teachers' attitude to work. Teachers' inability to discipline erring students could have been a militating factor but findings from the analyzed data revealed that principals in schools guided against this and gave teachers free hand.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

Research Findings

The study explored the challenges facing teachers in using CRS to enhance values amongst students in schools in order to seek ways of alleviating them. From the findings, the teachers raised factors which hinder their efforts and desire to assist students acquire values. Going by the data provided by the teachers, it is indicative that there is little or no emphasis on CRS in most of the schools despite the moral role of the subject in instilling values in students. Similar observation was made by Ndarwa (2007).

Moral degradation in the society has had a great influence on the students and teachers were in agreement that it is becoming increasingly difficult to mould students' behaviour using CRS. This could be attributed to the fact that students

belong to the society and the school is part of it. Secularization and the explosion of knowledge have turned the world into a global village and this makes religion to be irrelevant to the business of living (Onsongo, 2008). A significant number of teachers reported that they had hardly attended in-service courses, seminars and workshops for CRS teachers. These courses cultivate various skills with respect to students' activities and teaching methods.

The study established that CRS teachers are under a lot of pressure to complete the syllabus for examination purposes. This poses a challenge to them since a lot of concentration will be put on the transmission of knowledge at the expense of the affective aspect of learning concerned with development of desirable attitudes and values. Such a situation is contradictory to the aim or goal of CRS which is geared towards holistic development of learners (Walaba, 2008). The findings indicated that the media/internet has had a negative

influence on the student's acquisition of values. The study also revealed that the learners access some materials which are not good for their moral development for instance fictitious movies and pornographic materials through the media and particularly the internet.

These impact on them negatively not only in terms of concentration on academics but also on acquisition of values. On the general negative attitude towards CRS in their respective schools, a large number of teachers felt that this factor has negatively contributed to the effective use of the subject to enhance students' acquisition of values. Negative comments made by other members of staff concerning the subject especially during assemblies and career choice forums have only served to demean its status and this attitude is likely to be passed on to the students. These findings concur with that of Kipkemboi (2009) in his study on challenges of moral development.

Conclusion

The use of good leadership style enhanced effective and efficient teaching/learning of Religious Studies thereby improving the performance of students. It seems to have some influence on the attitude of the students taught Religious Studies although the changes were not statistically significant but it has educational significance.

It also improved the level of retention of the students in Religious studies. Conclusively, good teaching methodology enhances effective teaching and learning in any schools.

Also the study revealed some challenges faced many teachers on the subject matter using good leadership role to enhance values in students. The challenges range from the lack of support in terms of in-service courses, negative attitude, overloaded syllabus, moral decay in society, over emphasis on science subjects, negative influence from print and electronic media that present conflicting values to the youth. There is

need to seek for solutions to these obstacles so as to enable effective acquisition of values through the subject. Generally, the role of the school is not simply to make students accumulate knowledge, but rather mould them into a well cultured citizen. CRS can enhance development of values and attitudes if properly taught. Effective teaching of the subject is dependent on the teacher's skills and perception within a particular situation since the syllabus only suggests ideas and general outlines.

5.3 Recommendations

Based on the findings, it has been discovered that any attitude developed towards schoolwork by teachers is due to principals leadership: behavior or style adopted. Therefore, to ensure better attitude to work in schools, the following recommendations were put forward.

- There is need to organize refresher courses so that teachers can benefit from them and will equip them with

new approaches and methodology on teaching of value. This concurs with Nzomo's (2011) comments that teachers need to upgrade their teaching skills to keep up with demands of the fast changing society.

- State government should make it as a matter of policy to ensure that all secondary school principals undergo induction course on educational management. Here, the principals will be taught leadership styles and the appropriate one to apply in a particular situation in school administration.
- Delta State Ministry of Education should endeavour to give principals periodical allocation for teachers' incentives to motivate the good ones among them. Gifts incentives could be given at the end of every term to the dedicated and efficient teachers.
- It is pertinent to know that secondary schools principals should attend seminars on issues relating to

administration and human relation. Periodical enlightenment programmes should be organized for principals.

- Delta State Teaching Service Commission should make it compulsory for all principals to evaluate each teacher's performance for a term. They should give account of each staff performance and attitude to work.
- The principals should not see themselves as all in all. They should seek advice from their subordinates and engage them in running of the school. They should grant their staff freedom of expression to allow communication flow.

5.4 suggestions for Further Studies

1. The need for administrative support to CRS teachers in terms of provision of instructional materials, and incentives to CRS teachers.
2. Emphasis on the importance of the CRS and making the subject compulsory.

3. Organizing in-service/refresher courses, seminars and workshops for CRS teachers.
4. Working together with other departments to instill values in students.
5. Curriculum changes to incorporate training on approaches to values in training courses for CRS teachers.
6. The need for varied and appropriate teaching methodologies.

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APPENDIXES

**DEPARTMENT OF EDUCATION STUDIES AND
MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY
OF BENIN, BENIN CITY, EDO STATE**

Questionnaire

Dear Respondent,

I am a student of the above named institution. The questionnaire is to carry out a research study as part of the requirement for the award of B.Sc in Education. It is hope that you will respond to the questions sincerely. I assure you that your responses shall be treated strictly confidential.

Your cooperation in talking time to carefully complete the questionnaire is highly appreciated.

Thank you.

Nwaose Juliet Agi.

SECTION A – QUESTIONS ON LEADERSHIP STYLE OF PRINCIPALS (FOR TEACHERS)

Please tick [✓] in the box provided the appropriate answer using the keys.

Keys: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly disagreed

	QUESTIONS	A	SA	D	SD
1	The administrative leadership style is good in decision making				
2	Personality trait of leadership style leads to dictatorship				
3	Teachers incentives motivate them to work effectively				
4	Thorough evaluation and supervision of work in the school is done by the principal				
5	Leadership position in school disallow teachers from disciplining erring students				
6	Good leadership style produces good morale in student				
7	Good teachers/student relationship leads to student's academic success				
8	Teachers' efficacy is the paramount thing in every good leader				
9	School administrative uses appropriate teaching methodology				
10	Teachers maintain discipline in school				

SECTION B- Question on Christian Religious Studies

Please tick [✓] in the box provided the appropriate answer using the keys.

Keys: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly disagreed

		A	SA	D	SD
1	CRS is importance for the development of students morale				
2	Teacher's efficacy stimulate students interest in learning Christian Religious Studies				
3	Conducive learning environment enhances students' academic performance in CRS				
4	Use of instructional media is necessary in teaching CRS				
5	CRS reshape students life and values				