

**FACTORS MILITATING AGAINST EFFECTIVE TEACHING OF
CHRISTIAN RELIGIOUS STUDIES IN PUBLIC SENIOR
SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE**

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UNIVERSITY OF BENIN

BENIN CITY

OCTOBER, 2023

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF BACHELOR OF EDUCATION B.A (Ed.) DEGREE IN
RELIGIOUS EDUCATION**

OCTOBER, 2023

CERTIFICATION

We the undersigned hereby certify that this research work was carried out by **Jessica OMORUYI** with Matriculation Number **EDU1803626** of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the award of Bachelor Degree B.A. (Ed) Degree in Religious Education

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DEDICATION

This project is dedicated to God Almighty. The work is also dedicated to my lovely parents, Mr. and Mrs. Omoruyi.

ACKNOWLEDGEMENTS

The researcher's sincere appreciation goes to God Almighty, her Heavenly Father and Creator, for making this work a success. She wishes to express her profound gratitude to her project supervisor, Dr. V.S Ebohon for guiding her in the course of writing this project.

The researcher's deepest gratitude goes to her parents Mr. and Mrs. Omoruyi for their financial, moral and spiritual support. She pray that God will continue to bless them and grant them good health and long life, Amen!

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ABSTRACT

The study investigated the factors militating against effective teaching of Christian Religious Studies in public Senior Secondary Schools in Ovia North East Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The questionnaire was the instrument for data collection.

The descriptive survey research design was adopted for the study. An analysis of data was done using frequency count, mean and standard deviation. The sample size for the study was made up of 150 respondents.

The findings from the study include that there is a high level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State. It was concluded that lack of teacher's motivation, unconducive learning environment and poor teaching methods all constituted the factors militating against effective teaching of Christian Religious Studies in public Senior Secondary Schools in Ovia North East Local Government Area of Edo State. It was therefore recommended among others that the government should put in more efforts to ensure adequate provision of resources, including textbooks, teaching materials, and classrooms to enhance the effective teaching of Christian Religious Studies.

CHAPTER ONE

INTRODUCTION

Background to the Study

Christian Religious Studies is an academic discipline taught at the various levels of our educational system. Its main objective is to produce a community of people who are morally and spiritually developed for the wellbeing of the society in general. This means that moral and spiritual development is very important for national development. Akande (2021) defined Christian Religious Studies as veritable channel of acquiring a sound moral and spiritual development for peaceful co-existence. This preposess that Christian Religious Studies is necessary for the inculcation of sound moral and spiritual values in the society.

Christian Religious Studies is a subject that inculcates in the learner a sound moral and spiritual development for harmonious relationship between the Supreme Being and men and between man and his fellow human beings. The teaching of Christian Religious Studies is necessary to also develop the moral and spiritual wellbeing of the youths. Through the teaching of Christian Religious Studies at all levels of our

educational system, the nation shall be able to boost of a community whose ways of life and actions will produce the needed peace, harmony, security of life and property, fear of God and love for ones neighbour and country required for a sustainable national development (Abbas, 2020). Despite the importance of Christian Religious Studies, there are many factors militating against the effective teaching of Christian Religious Studies. Some of these factors may include lack of lack of teachers' motivation, unconducive learning environment and poor teaching methods.

Lack of teachers' motivation seems to constitute a factor militating against effective teaching of Christian Religious Studies. Motivation as a key factor in the commitment of classroom teachers has been seen as one of the most imperious responsible factors of students' academic performance. Teachers' motivation is one of the important factors in realizing educational objectives in achieving high student academic performance since low teachers' motivation might lead to low student performance in academics (Okaka, 2018). Without teachers' motivation, educational institutions will continue to boost poor results since the poor

academic performance in most secondary schools can be attributed to low teachers' motivation. In this case, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. Lack of teachers' motivation often makes it difficult for teachers to teach effectively and efficiently thereby resulting to poor academic performance among students.

Unconducive learning environment may be another important factor militating against effective teaching of Christian Religious Studies. Unconducive learning environments negatively affect cognitive growth of the learner thus constituting a factor militating against the effective teaching of Christian Religious Studies. An environment that is devoid of safety, conduciveness, stimulation, and enriched resources tends to harbor insecurity for both the teachers and students thus affecting teaching and learning activities (Lawal, 2020). The unconducive nature of the present day education system is a very big environmental problem which endangers the learning activities within the school settings. School environment plays a vital role in determining how students perform or

respond to circumstances and situations around them. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement.

Poor teaching methods adopted by teachers could also constitute another factor militating against effective teaching of Christian Religious Studies. Selection of appropriate methods and techniques is of great importance to the teaching of Christian Religious Studies (Alkasim, 2020). Teaching methodology constitute another factor influencing the attitude of students towards the study of Economics in public secondary schools. To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. Some of the teaching methods include teacher-centered method, student-centered method and

demonstration method. In teacher-centred method, the teacher selects, organizes and presents subject matter to students. Since the teacher dominates the scene, so they are called teacher-directed methods. Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught. Under the student-centered method, the students take the responsibility of planning and carrying out which fosters the development self-discipline. In student-centred teaching style, the teacher is still the authority figure, but the student plays an active role in what is learned. Demonstration method involves visual approach of dissemination of information, ideas and process. It allows students to see the teacher actively engaged as a model rather than merely telling them.

Statement of the Problem

Right from inception of education in Nigeria, Christian Religious Studies (CRS) has been one of the core subjects in secondary schools. However, there have been questions on the efficacy of Christian Religious Studies programme in instilling discipline and molding character of the learner. Judging from the state of the moral decadence

behaviour among secondary school students, it seems that the subject (CRS) is not achieving its major goals, which is developing in learners the ability to attain intellectual and moral perfection, discipline them both mentally and morally so as to face their daily and future challenges as good citizens.

It was observed that lack of teachers' motivation, unconducive learning environment and poor teaching methods seems to be some factors militating against the effective teaching of Christian Religious Studies. Lack of teachers' motivation often makes it difficult for teachers to teach effectively and efficiently thereby negatively affecting the teaching of Christian Religious Studies. Common observation also shows that unconducive learning environments negatively affect cognitive growth of the learner thus making the teaching of Christian Religious Studies difficult for learners to understand. It has also been observed that poor teaching methods adopted by some teachers has made the teaching of Christian Religious Studies very boring thus making learners to easily lose interest in the subject. The researcher is worried by these phenomenon and so wishes to investigate the factors militating against

effective teaching of Christian Religious Studies in public Senior Secondary Schools in Ovia North East Local Government Area of Edo State.

Research Questions

The study was guided by the following research questions:

1. What is the level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State?
2. Does lack of teachers' motivation constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State?
3. To what extent does unconducive learning environment constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State?
4. To what extent do poor teaching methods constitute a factor militating against effective teaching of Christian Religious Studies

in public senior secondary schools in Ovia North East Local Government Area of Edo State?

Purpose of the Study

The main purpose of the study is to examine the factors militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State. Specifically the study sought to:

1. examine the level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State;
2. find out whether lack of teachers' motivation constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State;
3. determine whether unconducive learning environment constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State;

4. ascertain whether poor teaching methods constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Significance of the Study

The study would greatly benefit students, teachers, Ministry of Education, Curriculum planners. The study would greatly benefit students as it will help them see different factors responsible affecting the teaching and learning of Christian Religious Studies. This would put them in a better position to make the necessary adjustments needed to improve their learning of Christian Religious Studies.

The study would benefit teachers as it will help them see lack of motivation and poor teaching methods can negatively impact on the teaching of Christian Religious Studies. This will put them in a better position to adopt appropriate teaching methods that can stimulate students' interest towards the learning of Christian Religious Studies.

The study would benefit the Ministry of Education and curriculum planners as it will help them see some of the factors militating against effective teaching of Christian Religious Studies in public secondary schools. This will put them in a better position to come up with necessary policies needed to address the issues on ground.

Scope and Delimitation of the Study

The study focuses on the factors militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

The study is delimited to all public senior secondary schools in Ovia North East Local Government Area of Edo State.

Definition of Terms

The following terms were defined as used in the study

Christian Religious Studies: Christian Religious Studies is a subject that inculcates in the learner a sound moral and spiritual development for harmonious relationship between God and men and between man and his fellow human beings.

Lack of Teachers' Motivation: This is a state of low level of teachers' motivation resulting to work dissatisfaction. It is often manifested in teachers' unwillingness to participate in school activities.

Poor Teaching Methods: Poor teaching methods entails teachers' lack of proficiency in teaching strategy. It is a state of teachers' poor instructional practices.

Unconducive Learning Environment: Unconducive learning environment is one that is not suitable for carrying out teaching and learning activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt on the reviewed of related literature on the factors militating against effective teaching of Christian Religious Studies in secondary schools. The review was done under the following subheadings:

- Concept of Christian Religious Studies
- Impact of Lack of Teachers' Motivation on Effective Teaching of Christian Religious Studies
- Impact of Unconducive Learning Environment on Effective Teaching of Christian Religious Studies
- Impact of Poor Teaching Methods on Effective Teaching of Christian Religious Studies
- Summary of Reviewed Literature

Concept of Christian Religious Studies

Christian Religious Studies is a subject that inculcates in the learner a sound moral and spiritual development for harmonious

relationship between the Supreme Being and men and between man and his fellow human beings (Ichipi, 2020). The teaching of Christian Religious Studies is necessary to also develop the moral and spiritual wellbeing of the youths (Adeyemi, 2021). Through the teaching of Christian Religious Studies at all levels of our educational system, the nation shall be able to boast of a community whose ways of life and actions will produce the needed peace, harmony, security of life and property, fear of God and love for ones neighbour and country required for a sustainable national development (Abbas, 2020). According to Oturo (2021), Christian Religious Studies is an academic discipline designed for the moral and spiritual development of individuals in the country. This means that moral and spiritual development is very important for national development. Again, Lekwat (2020) also defined Christian Religious education as veritable channel of acquiring a sound moral and spiritual development for peaceful co-existence.

Christian Religious Studies is an academic discipline taught at the various levels of our educational system. Its main objective is to produce a community of people who are morally and spiritually developed for the

wellbeing of the society in general. This means that moral and spiritual development is very important for national development. Akande (2021) defined Christian Religious Studies as veritable channel of acquiring a sound moral and spiritual development for peaceful co-existence. This preposess that Christian Religious Studies is necessary for the inculcation of sound moral and spiritual values in the society. In the same vein, Okafor (2021) asserted that Christian Religious Knowledge helps to inject sanity into society and to minimize the turning of a nation into a police state by cultivating citizens who acknowledge metaphysical sanctions and therefore, whose acceptable behaviours are often determined not just by external constraints but spiritual consideration

Christian Religious Studies (CRS) is one of the major subjects missionaries bequeathed to Nigerian education system on the establishment of schools by the 19th century missionaries. The aim was to train people who will be of immense help to the colonial trinity goals (God/Christianity, government/colonization and Gold/commerce). In other to achieve the above, the major curriculum contents of their educational system were Bible knowledge, Arithmetic and English

language for communication. To implement fully the contents, adequate attention was given to the understanding of the place of God in man's life (Nsongo, 2019). During the missionary era, bible knowledge otherwise known as CRS was the core subject. Subsequently, after independence, government took over schools; there was a clarion call for review of curriculum in 1983. The call was as a result of criticisms leveled against colonial education, which some scholars viewed as being too arts oriented and as such lacked relevance to Nigeria upliftment, political emancipation and infrastructural development (Ukado, 2020).

Impact of Lack of Teachers' Motivation on Effective Teaching of Christian Religious Studies

Motivation as a key factor in the commitment of classroom teachers has been seen as one of the most imperious responsible factors of students' academic performance. Teachers' motivation is one of the important factors in realizing educational objectives in achieving high student academic performance since low teachers' motivation might lead to low student performance in academics (Okaka, 2018).

Without teachers' motivation, educational institutions will continue to boost poor results since the poor academic performance in most secondary schools can be attributed to low teachers' motivation (Ikwuadi, 2022). In this case, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. Lack of teachers' motivation often makes it difficult for teachers to teach effectively and efficiently thereby resulting to poor academic performance among students (Alkani, 2020).

According to Ogbonna (2019), motivation of teachers is necessary in order to enhance their job satisfaction as well as performance. He further posits that teachers put in their best when they are given incentives and are getting satisfaction in their jobs and are made to feel that their interests are considered. According to him, if teachers are to be retained so as to improve students' performance, it is important that they are properly motivated from time to time so that they equally feel satisfied with their job. In same vein, Adegoke (2020) found out that social and economic conditions of teachers have an effect on their

performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Mustafa and Aliyu (2018) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase.

Amoba (2019) carried out a study on the impact of lack of teachers' motivation on teaching of Christian Religious Studies in secondary schools in Kogi State, Nigeria. The purpose of the study was to find out whether lack of teachers' motivation impact on the teaching of

Christian Religious Studies in secondary schools. The study was guided by four research questions. The descriptive survey research design guided the study. A questionnaire tagged “impact of lack of teachers’ motivation on academic performance of students” was used for data collection. Analysis of data was done using mean score and standard deviation. The result of the study among others revealed that lack of teachers’ motivation greatly impact on the teaching of Christian Religious Studies in secondary schools Kogi State, Nigeria. The study recommended among others that teacher should be paid salaries comparable with other professions requiring a similar level of qualifications and responsibility, making it possible for them to live with dignity on the salary from their work and not be forced to take on additional jobs.

Utoka (2020) investigated the relationship between lack of teachers’ motivation and teaching of Christian Religious Studies in secondary schools in Minna, Niger State, Nigeria. The purpose of the study was to find out how low teachers’ motivation impact on teaching of Christian Religious Studies in secondary schools. Six research questions

and two null hypotheses guided the study. The correlation research design was used for the study. The sample size for the study was made up of 200 respondents. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. The data were analyzed using percentages. The result among other things revealed that there is a significant relationship between lack of teachers' motivation and teaching of Christian Religious Studies in secondary schools in Minna, Niger State, Nigeria.

Urhieme (2019) carried out a study on the influence of lack of teachers' motivation on students' academic performance in Christian Religious Studies in public secondary schools in Kwara State, Nigeria. The study specifically is to find out the influence of lack of teachers' motivation on students' academic performance in public secondary schools. The descriptive survey research design was used for the study. Random sampling technique was used for the selection of 200 respondents. Hypotheses were tested with the Pearson product moment correction coefficient at 0.05 level of significant. Data were analyzed using means and frequency distribution. The researcher found out that

there exists a significant influence of lack of teachers' motivation on students' academic performance in Christian Religious Studies in public secondary schools in Kwara State, Nigeria

Ubrede (2020) carried out an investigation on the impact of lack of teachers' motivation on students' learning of Christian Religious Studies in secondary schools in Ogun state, Nigeria. The study seeks to find out the impact of lack of teachers' motivation on students' learning of Christian Religious Studies in secondary schools. Six research questions and two null hypothesis guided the study. The descriptive survey research design was used for the study. The sample size for the study was made up of 90 respondents drawn from six selected public secondary schools. A questionnaire on the impact of lack of teachers' motivation on students' learning of Christian Religious Studies was used for the study while data gotten from the study were analyzed using frequency count and simple percentage. Hypotheses were tested with the Pearson product moment correction coefficient at 0.05 level of significant. The result of the study among others revealed that there is a significant impact of lack

of teachers' motivation on students' learning of Christian Religious Studies in secondary schools in Ogun State, Nigeria.

Impact of Unconducive Learning Environment on Effective Teaching of Christian Religious Studies

Unconducive learning environments negatively affect cognitive growth of the learner thus constituting a factor militating against the effective teaching of Christian Religious Studies. An environment that is devoid of safety, conduciveness, stimulation, and enriched resources tends to harbor insecurity for both the teachers and students thus affecting teaching and learning activities (Lawal, 2020). The unconducive nature of the present day education system is a very big environmental problem which endangers the learning activities within the school settings. School environment plays a vital role in determining how students perform or respond to circumstances and situations around them. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. This implies that schools that fail to

provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement (Chianu, 2020).

Unconducive learning environment such as poor location of school with erosion ridden, poor classroom facilities, dilapidated and nearly collapsed buildings, inadequate learning equipment, poor ventilated classroom, lack of emergency exit, unavailability of safety gadgets , poor walk way track constitutes major problem facing the teaching and learning of Christian Religious Studies (Okpocha, 2021). Unconducive learning environment often leads to congestion of the school environment, poor safety orientation and other insecurity activities that range from human and natural disasters and political factor violence within the environment in which the school is located may hinder smooth and efficient teaching of Christian Religious Studies (Ihebereme, 2019). Ewesi (2020) aptly stated that despite the loaded curriculum provision, facilities for teaching and learning are inadequate. To Ibokun (2021) the facilities provided in our schools are grossly inadequate. He further stated that many schools do not have sufficient classroom blocks, library

facilities, equipped laboratories and instructional materials etc. It is therefore worth saying that schools which are devoid of conducive learning atmosphere and materials are likely to operate unsuccessfully thereby hindering quality teaching-learning outcome (Edijana, 2018). There is therefore need for school environment to be healthy and safety oriented such that all the human resources and material resources will feel secured in carrying out teaching and learning exercise effectively. Awule (2020) opined that learning environment should possess a good infrastructural development, adequate trained teachers, good leadership and adequate instructional materials.

Ikhueni (2021) carried out an investigation on impact of unconducive learning environment on the teaching and learning of Christian Religious Studies in secondary schools in Delta state, Nigeria. The study seeks to find out the impact of unconducive learning environment on the teaching and learning of Christian Religious Studies in secondary schools. The correlation research design was used for the study while a structured questionnaire was used for data collection. The sample size for the study was made up of 115 respondents. The analysis

of data gotten from the study was done using mean score and standard deviation. It was found out in the study that unconducive learning environment often made the teaching and learning of Christian Religious Studies difficult in secondary schools in Delta state, Nigeria.

Taribo (2020) carried out a study on relationship between unconducive learning environment and students' academic performance in Christian Religious Studies in secondary schools in Benue state, Nigeria. The researcher sought to establish if there exist any significant relationship between unconducive learning environment and students' academic performance in Christian Religious Studies in secondary schools. Four research questions and a null hypothesis guided the study. The study adopted the descriptive survey research design. The researcher used quantitative and qualitative methods to collate data from the field. Notwithstanding, the researcher used questionnaires and interviews specifically semi-structured interviews to get data from the participants. The findings from the study revealed that there is a significant relationship between unconducive learning environment and students'

academic performance in Christian Religious Studies in secondary schools in Benue state, Nigeria

Ayemerie (2020) conducted a study on the impact of uncondusive learning environment on students' learning of Christian Religious Studies in public secondary schools in Ondo State, Nigeria. The purpose of the study was to find out the impact of uncondusive learning environment on students' learning of Christian Religious Studies in public secondary schools in Ondo State, Nigeria. The study was guided by four research questions and two null hypotheses. The study adopted the survey design. Data gotten from the study was analyzed using mean score and standard deviation while Hypotheses were tested with the Pearson product moment correction coefficient at 0.05 level of significant. The result among others revealed that uncondusive learning environment negatively impact on students' learning of Christian Religious Studies in public secondary schools in Ondo State, Nigeria.

Adegbite (2019) carried out a study on the influence of uncondusive learning environment on students' classroom participation

in Christian Religious Studies in public secondary schools in Abia State, Nigeria. The researcher sought to examine the influence of uncondusive learning environment on students' classroom participation in Christian Religious Studies in public secondary schools. The study was guided by five research questions while the descriptive survey research design guided the study. The sample size for the study was made up of 120 respondents. Analysis of data was done using frequency count and simple percentages. The study among others revealed that there is a significant influence of uncondusive learning environment on students' classroom participation in Christian Religious Studies in public secondary schools in Abia State, Nigeria. It was also found out in the study that students finds it difficult to participate effectively in Christian Religious Studies lessons when the classroom is uncondusive in nature.

According to Ikpigbi (2020), the teaching of Christian Religious Studies is often crippled by hostile environment where religious intolerance is experienced. Some government officials who share different faith from Christianity may decide to starve Christian Religious Studies department with funds and personnel in order to frustrate the

efforts of those few teachers teaching the subject. Sometimes they try to suppress the teaching of Christian Religious Studies by denying qualified Christian Religious Studies candidates admission into the Colleges of Education. As a result of this situation the few available teachers are often overloaded and frustrated leading to poor teaching that negates acquisition of skills by the recipients.

Impact of Poor Teaching Methods on Effective Teaching of Christian Religious Studies

Selection of appropriate methods and techniques is of great importance to the teaching of Christian Religious Studies (Alkasim, 2020). Teaching methodology constitute another factor influencing the attitude of students towards the study of Economics in public secondary schools. To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes.

Examples of teaching methods include teacher-centered method, student-centered method and demonstration method. In teacher-centered method, the teacher selects, organizes and presents subject matter to

students. Since the teacher dominates the scene, so they are called teacher-directed methods. Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught. Under the student-centered method, the students take the responsibility of planning and carrying out which fosters the development self-discipline. In student-centred teaching style, the teacher is still the authority figure, but the student plays an active role in what is learned. Demonstration method involves visual approach of dissemination of information, ideas and process. It allows students to see the teacher actively engaged as a model rather than merely telling them.

If teachers who are supposed to inculcate knowledge into students employed the wrong teaching methods, it will affect the performance of the students. The use of effective teaching methods is capable of bringing about or at least facilitating desirable change in learners. Effective teaching methods require the teacher to step out of the realm of personal experience and step into the world of the learners (Ayeni, 2019). In order to succeed in changing the behaviour of the learner, the teacher's ability to identify and apply the right type of teaching methods at the right time

is pertinent, because every human activity has its own techniques for executing it and teaching methods is one of such techniques used in delivering instructions effectively. According to Ameh (2020) teaching methods is very vital in any teaching-learning situation and the method adopted by the teacher may promote or hinder learning. It may sharpen mental activities which are the bases of social power or may discourage initiatives and curiosity thus making self-reliance and survival difficult. Different teaching methods will lead to varied instructional outcomes and an instructor can choose for himself or herself strategies which are appropriate to his or her intension in teaching.

Ogbijor (2021) carried out his study on the impact of poor teaching method on students learning of Christian Religious Studies in senior secondary schools in Akwa Ibom State, Nigeria. This research work seeks to determine whether poor teaching method impact on students learning of Christian Religious Studies in senior secondary schools. Survey research design, proportionate random sampling, and research instrument such as the structured questionnaire were used. For data analysis, mean, frequency count, chart, and percentages were used. The

study revealed that poor teaching method constitute a major factor militating against students learning of Christian Religious Studies in senior secondary schools in Akwa Ibom State, Nigeria.

Adamu (2019) researched on the influence of teacher-centered method on students' academic performance in Christian Religious Studies in selected secondary schools in Adamawa state, Nigeria. The survey research design was used for the study. The sample for this study comprised of one hundred students from ten selected senior secondary schools. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Three research questions guided the study. The data were analyzed using percentages. The result among other things revealed that teacher-centered method negatively impact on students' academic performance in selected secondary schools in Adamawa state, Nigeria. The study also revealed that students often participate more in classroom activities when teachers made use of student-centered method.

Akume (2020) carried out a study on the relationship between poor teaching methods and students' academic performance in Christian Religious Studies in public secondary schools in Enugu State, Nigeria. The purpose of the study was to find out the relationship between poor teaching methods and students' academic performance in Christian Religious Studies. Seven research questions and three null hypotheses guided the study. A questionnaire tagged "relationship between poor teaching methods and students' academic performance" was used for the study. Analysis of data was done using mean score and standard deviation while Hypotheses were tested with the Pearson product moment correction coefficient at 0.05 level of significant. The result of the study among others revealed that poor teaching methods adopted by teachers often result to low students' academic performance in Christian Religious Studies in public secondary schools in Enugu State, Nigeria.

Onochie (2019) carried out an investigation on ineffective teaching techniques and students' learning of Christian Religious Studies in public secondary schools in Osun State, Nigeria. The study sought to find out the effect of ineffective teaching techniques on students' learning of

Christian Religious Studies. The researcher proposed four research questions that guided the study. The descriptive survey research design was used for the study. A questionnaire titled “ineffective teaching techniques and students’ learning of Christian Religious Studies” was used to gathered data used for the study. Analysis of data was done using frequency count and simple percentage. The result among others indicated that ineffective teaching techniques adversely impact on students’ learning of Christian Religious Studies in public secondary schools in Osun State, Nigeria.

Summary of Reviewed Literature

The literature reviewed critically examined the concept of Christian Religious Studies. As seen from the reviewed of literature, Christian Religious Studies is a subject that inculcates in the learner a sound moral and spiritual development for harmonious relationship between God and men and between man and his fellow human beings. The literature reviewed also examined the impact of lack of teachers’ motivation on effective teaching of Christian Religious Studies. It could be seen from the reviewed of related literature that lack of teachers’

motivation often makes it difficult for teachers to teach effectively and efficiently thereby resulting to poor academic performance among students.

The literature reviewed also looked into the issue of the impact of uncondusive learning environment on effective teaching of Christian Religious Studies. The reviewed of empirical studies clearly revealed that uncondusive learning environment negatively impact on the effective teaching of Christian Religious Studies in secondary schools. The literatures reviewed further investigate on the impact of poor teaching methods on effective teaching of Christian Religious Studies. The reviewed of empirical studies clearly shows that there is a significant impact of poor teaching methods on effective teaching of Christian Religious Studies. It could be seen from literature reviewed that poor teaching techniques is capable of jeopardizing the instructional objectives of Christian Religious Studies lessons.

CHAPTER THREE

METHODOLOGY

This chapter focused on the methodology used in the study under the following sub-headings;

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

Research Design

The descriptive survey research design will be adopted for the study. The descriptive survey is a design that collects data on a given population, and describes the data in a systematic manner pointing out the characteristic features or facts about that population. The descriptive

survey research design will be used in the study to help investigate the factors militating against effective teaching of Christian Religious Studies in Public Senior Secondary Schools in Ovia North East Local Government Area of Edo State.

Population of the Study

The population for the study was made up of teachers which were drawn from the 28 Public Senior Secondary Schools in Ovia North East Local Government Area of Edo State.

Sample and Sampling Technique

The sample size for the study was made up of 150 teachers. The respondents were drawn using the simple random sampling technique; ten (10) respondents each were selected from each school in the 15 public senior secondary schools in the local government thus making a total sample size of 150 respondents. The simple random sampling technique was employed by the researcher to draw out the respondents.

S/N	Name of School	Sample
1.	Ekosodin Secondary School	10

2.	Ezomo College	10
3.	Ebomosi Secondary School	10
4.	Nifor Secondary School	10
5.	Army Day Secondary School (Ekenhuan Barracks)	10
6.	Army Day Secondary School (Isihor Barracks)	10
7.	Iguador Secondary School	10
8.	Utese Secondary School	10
9.	Utoka Grammar School	10
10.	Okada Uram School	10
11.	St James Grammar School	10
12.	Osasimwoba Secondary School	10
13.	St David Boys Model Secondary School	10
14.	Ise Girls School	10
15.	Oboh Secondary School	10
	Total	150

Research Instrument

The instrument that was used for the data collection is a structured questionnaire titled “Factors Militating against Effective Teaching of

Christian Religious Studies Questionnaire (FMAETCRSQ)". The questionnaire was divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains information which bothers on factors militating against effective teaching of Christian Religious Studies. The questionnaire consisted of 4-point Likert scale response of Strongly agree (SA), Agreed (A), Disagree (D), Strongly Disagree (SD).

Validity of the Instrument

The constructed questionnaire was presented to the project supervisor and two other experts in the Department of Educational Foundations, Faculty of Education, University of Benin to confirm for face and content validity. Suggestions which were made by the supervisor and the two other experts were incorporated into the final draft of the work before administration.

Reliability of Instrument

The Cronbach Alpha was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20

respondents which were not part of the study. The result of their responses was correlated and a Cronbach coefficient of .744 was obtained. This shows that the instrument is reliable.

Method of Data Collection

The researcher personally administered the instrument to the respondents and waited to retrieve back copies of the questionnaire from the respondents.

Method of Data Analysis

Descriptive statistics such as frequency count and simple percentage was employed by the researchers to analyzed data which were gotten from the study.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data and the presentation of results. The data are presented in tables and are arranged according to the order of the research questions raised in the study.

Table 1: Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	53	35.3%
Female	97	64.7%
Total	150	100%

Table 1 shows the distribution of respondents according to sex. As shown in the table above, male respondents are 53 which constitute 35.3% while female respondents are 97 representing 64.7%. This indicates that majority of the respondents were females.

The results of the research questions are presented below:

Research Question 1: What is the level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State?

Table 2: Level of Effective Teaching of Christian Religious Studies in Public Senior Secondary Schools

S/N	Items	A	D	Mean Score	STD
1.	Teachers often ensure to make use of lesson note in teaching of Christian Religious Studies	147 (98%)	3 (2%)	3.13	1.23
2.	Teachers regularly make use of instructional materials in teaching of Christian Religious Studies	143 (95.3%)	7 (4.7%)	2.97	1.34
3.	Teachers often ensure active participation of students in teaching of Christian Religious Studies lessons	139 (92.7%)	11 (7.3%)	2.96	1.19
4.	Teachers often give out class work and assignment to students after teaching of Christian Religious Studies	144 (96%)	6 (4%)	3.37	1.42
5.	Teachers often ensure to make use of lesson note in teaching of Christian Religious Studies	145 (96.7%)	5 (3.3%)	2.99	1.16

Source: Field Work, 2023

Data presented in Table 2 revealed that the respondents agreed on all the items presented at a mean score of 3.13, 2.97, 2.96, 3.37 and 2.99 respectively. The grand mean of 3.08 is above the criterion mean score of 2.50 which implies that there is a high level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Research Question 2: Does lack of teachers' motivation constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State?

Table 3: Impact of Lack of Teachers' Motivation on Effective Teaching of Christian Religious Studies

S/N	ITEMS	A	D	MS	STD
1	Lack of teachers' motivation often results to negative attitude to work among teachers which may negatively impact on the teaching of Christian Religious Studies	147 (98%)	3 (2%)	3.19	1.33
2	Lack of teachers' motivation often result to increase in rate of absenteeism among teachers thereby affecting the teaching of Christian Religious Studies	143 (95.3%)	7 (4.7%)	2.91	1.22

3	Lack of teachers' motivation often make it difficult for teachers to effective translate instructional objectives to students	146 (97.3%)	4 (2.7%)	2.99	1.27
4	Lack of teachers' motivation often result to low job satisfaction among teachers thus resulting to ineffective teaching of Christian Religious Studies	148 (98.7%)	2 (1.3%)	3.21	1.31
5	Lack of teachers' motivation often affects professionalism among teachers thus resulting to lack of enthusiasm in teaching Christian Religious Studies	139 (92.7%)	11 (7.3%)	2.89	1.19

Source: Field Work, 2023

The analysis of data in Table 3 revealed the responses of the respondents at a mean score of 3.19, 2.91, 2.99, 3.21 and 32.79 respectively. The entire calculated mean are above the criterion mean of 2.50 which therefore implies that lack of teachers motivation constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Research Question 3: To what extent does unconducive learning environment constitute a factor militating against effective teaching of

Christian Religious Studies in public senior secondary schools in Ovia
North East Local Government Area of Edo State?

Table 4: Impact of Unconducive Learning Environment on Effective Teaching of Christian Religious Studies

S/N	Items	A	D	MS	SD
1	unhygienic school buildings could deteriorate the health condition of the students thus affecting their learning of Christian Religious Studies	139 (92.7%)	11 (7.3%)	3.31	1.34
2	The structure of the building is capable of influencing the teaching and learning of Christian Religious Studies	143 (95.3%)	7 (4.7%)	2.88	1.26
3	The quality of school building plays a vital role in students' academic achievement in Christian Religious Studies	141 (94%)	9 (6%)	2.97	1.29
4	Old school building that lack adequate lighting, good roof and adequate space often discourage the teaching and learning of Christian Religious Studies	138 (92%)	12 (8%)	3.32	1.38
5	unhygienic school buildings could deteriorate the health condition of the students thus affecting their learning of Christian Religious Studies	147 (98%)	3 (2%)	2.93	1.17

Source: Field Work, 2023

Data presented in Table 4 revealed that the respondents agreed on all the items presented at a mean score of 3.31, 2.88, 2.97, 3.32 and 2.93

respectively. The grand mean of 3.09 is above the criterion mean score of 2.50 which implies that uncondusive learning environment constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Research Question 4: To what extent does a poor teaching method constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State?

Table 5: Impact of Poor Teaching Methods on Effective Teaching of Christian Religious Studies

S/N	Items	A	D	Mean Score	SD
1	Poor teaching method often make it difficult for students to have interest in classroom lessons	139 (92.7%)	11 (7.3%)	3.21	0.91
2	Poor teaching method often make it difficult for students to grasp certain concepts in classroom lessons	137 (91.3%)	13 (8.7%)	3.40	0.78
3	Poor teaching often makes class hours to be boring thereby demotivating students	145 (96.7%)	5 (3.3%)	3.09	0.97
4	Poor teaching makes it difficult for students to play active role during learning thereby	138 (92%)	12 (8%)	3.28	0.71

	affecting their academic performance				
5	Students' academic performance may be negatively affected when teachers often make use of Poor teaching	141	9	2.93	1.17
		(94%)	(6%)		

Source: Field Work, 2023

Data presented in Table 5 revealed that the respondents agreed on all the items presented at a mean score of 3.21, 3.40, 3.09, 3.28 and 2.93 respectively. The grand mean of 3.18 is above the criterion mean score of 2.50 which implies that poor teaching methods constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Discussion of Findings

The findings of the study in research question one revealed that there is a high level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State. The findings is in line with Nsongo (2019) who in his study found out that there is there is an encouraging high extent of effective teaching of Christian Religious Studies in senior secondary

schools. Also corroborating the findings, Okotie (2020) found out in his study that there is high level of effective teaching and learning of Christian Religious Studies across secondary schools in Nigeria.

The findings of the study in research question two revealed that lack of teacher's motivation constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State. In line with the findings, Utoka (2018) found out that there is a significant relationship between lack of teachers' motivation and teaching of Christian Religious Studies in secondary schools. Also supporting the findings, Ubrede (2020) found out that that there is a significant impact of lack of teachers' motivation on students' learning of Christian Religious Studies in secondary schools.

Furthermore, the findings of the study in research question three revealed that unconducive learning environment constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government

Area of Edo State. Corroborating the findings, Ikhueni (2021) found out that uncondusive learning environment often made the teaching and learning of Christian Religious Studies difficult in secondary schools. Also supporting the findings, Ayemerie (2020) found out that uncondusive learning environment negatively impact on students' learning of Christian Religious Studies in public secondary schools.

The findings of the study in research question four revealed that poor teaching methods constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State. In line with the findings, Ogbijor (2021) found out that that poor teaching method constitute a major factor militating against students learning of Christian Religious Studies in senior secondary schools. Also supporting the findings, Akume (2020) found out that poor teaching methods adopted by teachers often result to low students' academic performance in Christian Religious Studies in public secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

The study investigated the factors militating against effective teaching of Christian Religious Studies in public Senior Secondary Schools in Ovia North East Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 150 teachers. The instrument that was used for the data collection is a structured questionnaire titled “Factors Militating against Effective Teaching of Christian Religious Studies Questionnaire (FMAETCRSQ)”. The researcher personally administered the instrument to the respondents and waited to retrieve back copies of the questionnaire from the respondents. An analysis of data was done using mean and standard deviation. Findings from the study include:

- That there is a high level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.
- That lack of teacher's motivation constitutes a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.
- That unconducive learning environment constitutes a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.
- That poor teaching methods constitute a factor militating against effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Conclusion

The study investigated the factors militating against effective teaching of Christian Religious Studies in public Senior Secondary

Schools in Ovia North East Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that lack of teacher's motivation, unconducive learning environment and poor teaching methods all constituted the factors militating against effective teaching of Christian Religious Studies in public Senior Secondary Schools in Ovia North East Local Government Area of Edo State. It was also concluded that there is a high level of effective teaching of Christian Religious Studies in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. The government should put in more efforts to ensure adequate provision of resources, including textbooks, teaching materials, and classrooms to enhance the effective teaching of Christian Religious Studies.

2. The government should ensure that teachers who handle Christian Religious Studies have received adequate training in teaching the subject, which can affect the quality of instruction.
3. The ministry of education should ensure that Christian Religious Studies curriculum always align with the needs and expectations of the students or the realities of their communities.
4. Since lack of teachers' motivation constitute a factor militating against the effective teaching of Christian Religious Studies, government should try as much as possible to attend to the needs
5. and welfare of teachers. This could be done through periodic promotion, prompt payment of teachers' salaries and provision of conducive working environment for teachers.
6. Teachers of Christian Religious Studies as a matter of importance should be equipped through training and retraining so that they will be properly grounded in the pedagogical and theological aims of the subject. Effective teaching is dependent upon teachers' skills and knowledge; and these variable must be sorted out to enable the teaching of the subject achieve its set goals in the learners' lives.

Suggestions for Further Studies

The researcher focused on the factors militating against effective teaching of Christian Religious Studies in public Senior Secondary Schools in Ovia North East Local Government Area of Edo State. Similar research can be carried out in other Local Government Area of Edo State for a better generalization of the study.

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APPENDIX

QUESTIONNAIRE

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

Dear Respondent,

I am a final year student of the above named department and institution. I am carrying out a research project on **Factors Militating against Effective Teaching of Christian Religious Studies in Public Senior Secondary Schools in Ovia North East Local Government Area of Edo State.**

Honestly, the research is purely for academic purposes, any information received by you would be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity.

Thank you for your cooperation.

**FACTORS MILITATING AGAINST EFFECTIVE TEACHING OF
CHRISTIAN RELIGIOUS STUDIES QUESTIONNAIRE
(FMAETCRSQ)**

Section A: Demographic Data

Sex: Male () Female ()

Class: SS1 () SS2 () SS3 ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Level Of Effective Teaching Of Christian Religious Studies				
1.	Teachers often ensure to make use of lesson note in teaching of Christian Religious Studies				
2.	Teachers regularly make use of instructional materials in teaching of Christian Religious Studies				
3.	Teachers often ensure active participation of students in teaching of Christian Religious Studies lessons				
4.	Teachers often give out class work and assignment to students after teaching of Christian Religious Studies				
5.	There is level of effective teaching of Christian Religious				

	Studies				
Lack of Teachers' Motivation And Effective Teaching Of Christian Religious Studies					
6.	Lack of teachers' motivation often results to negative attitude to work among teachers which may negatively impact on the teaching of Christian Religious Studies				
7.	Lack of teachers' motivation often result to increase in rate of absenteeism among teachers thereby affecting the teaching of Christian Religious Studies				
8.	Lack of teachers' motivation often make it difficult for teachers to effective translate instructional objectives to students				
9.	Lack of teachers' motivation often result to low job satisfaction among teachers thus resulting to ineffective teaching of Christian Religious Studies				
10.	Lack of teachers' motivation often affects professionalism among teachers thus resulting to lack of enthusiasm in teaching Christian Religious Studies				
Unconducive Learning Environment And Effective Teaching Of Christian Religious Studies					
11.	unhygienic school buildings could deteriorate the health condition of the students thus affecting their learning of Christian Religious Studies				
12.	The structure of the building is capable of influencing the teaching and learning of Christian Religious Studies				
13.	The quality of school building plays a vital role in students' academic achievement in Christian Religious Studies				
14.	Old school building that lack adequate lighting, good roof and adequate space often discourage the teaching and learning of Christian Religious Studies				

15.	Poor Ventilation in the Classroom often reduce students' interest and their learning of Christian Religious Studies				
Poor Teaching Methods And Teaching Of Christian Religious Studies					
16.	Poor teaching method often make it difficult for students to have interest in classroom lessons				
17.	Poor teaching method often make it difficult for students to grasp certain concepts in classroom lessons				
18.	Poor teaching often makes class hours to be boring thereby demotivating students				
19.	Poor teaching makes it difficult for students to play active role during learning thereby affecting their academic performance				
20.	Students' academic performance may be negatively affected when teachers often make use of Poor teaching				