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FACTORS HINDERING EFFECTIVE TEACHING AND LEARNING OF CHRISTIAN RELIGIOUS STUDIES IN SCHOOL: A CASE STUDY OF SOME SELECTED SECONDARY SCHOOL IN EZZA NORTH LOCAL GOVERNMENT AREA

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ABSTRACT

The teaching and learning of Christian religious knowledge in Ebonyi state school always poses a problem, in order to pinpoint the problem in a particular locality, the researcher decided to select some primary and secondary schools in Ohaukwu as a case study. In order to get to the roof of this problem the researcher used four research questions to guide her. The research question are: what are the factors hindering effective teaching and learning of Christian religious knowledge in primary and secondary school in Ohaukwu? How can that problem be solved? What benefit are expected in getting rid of the problem? What incentives are available to teachers of Christian religious knowledge in the area? A review of literature was done on materials from textbooks and archival record. Two hundred questionnaires were administered to the respondents randomly on the selected primary and secondary schools in the area. Date collected were decoded, grouped into frequencies and then computed and arranged in tables for references. The data obtained from the respondents were analyzed with references to the research questions through the means of descriptive statistics, using frequencies and percentage the major findings of the study reveals that there are enormous factors hindering effective teaching and learning of Christian religious knowledge (CRK) in schools in the area. Solution to the problem were also stated. The researcher finally made some useful recommendation and arrived at certain conclusion.

Key words: Factors, Hindering, Effective Teaching, Learning, Christian Religious Studies,

Introduction

The problems to the study and of teaching Christian religions studies in schools are as old as education itself. The problem cropped up when the colonial masters and the missionary agents began formal education in Nigeria. Lack of competent teachers to teach Christian religious knowledge, problem of classroom accommodation, problem of relevant textbooks, and teaching aids, just to mention a few of them formal education of Christian religious knowledge kicked off in Nigeria. Though government at all levels have tried to solve these problem

associations with the teaching and learning of Christian religious studies, it seems the problem are still there in spite government efforts. In order to contribute his quote towards finding a means of solving the problems. The researcher finds out the factors effecting teaching and learning of Christian religious knowledge in Ohaukwu Local Government Area.

Statement of the Problem

There are many factors hindering effective teaching and learning of Christian Religious Knowledge in Nigeria schools. Some of the problems are as the follows the problem of nature of God, lack of religious commitment, manipulation and abuse of religion, Lack of teaching aids, poor classroom management and control, wrong interpretation textbook.

Purpose of the Study

The purpose of the study is to find out the factors hindering effective teaching and learning of christen knowledge in Ohaukwu Local Government Area, with a view of finding solution to them.

Scope of the Study

This research work covers Ohaukwu Local Government Area. Five primary and three secondary will be randomly selected hence it may not be possible to cover all the schools

Research Question

The following research question will guide the researcher

1. What the factors hindering effective teaching and learning of Christian religious knowledge in Ohaukwu Local Government Area?
2. How can the problem be tackled?
3. What benefits are expected by the people by getting rid of the problem?
4. What incentives are available to those teachers of Christian Religious Knowledge in the Area?

Research Method

The design employed in this research is survey design. The population of the study include all the primary and secondary schools students and teachers in Ohaukwu Local Government Area. Random sampling was used because of the largeness of the area. The study covers five primary and five secondary schools. A total of two hundred persons will be administered with questionnaires. The researcher used questionnaires and oral interview and direct observations. The questionnaires used for the research was framed on the basis the result of earlier oral interview with the pupils, students, teachers, parents, and educational officials. Professional methods were used to ensure validity. Reliability of instruments is ensured through the use of test-retest method.

Method of Data Analysis

Data collected were decoded, grouped into frequencies computed and arranged in tables for easy reference. The researcher used descriptive statistics that is frequency distribution table and percentage.

Presentation of Result

This chapter deals with data presentation, analysis and summary. The researcher distributed two hundred questionnaires to pupils/students, teachers, parents, UBE and SEB officials. Frequency distribution table and percentages were used for the analysis of data using the formula $\%\frac{F}{N}X\ \frac{100}{1}$

Research Question 1: What are the factors hindering effective teaching and learning of religion in Ohankwu Local Government Area?

Table 1:

S/N	Factors	SA		A		D		SD	
	Affecting/retarding the teaching/learning of CRK in Ohankwu Local Government Area.	F	%	F	%	F	%	F	%
1.	Free exercise books for the note of lessons	150	75	30	15	20	10	-	-
2.	The problem of the nature of God.	100	50	60	30	20	10	20	10
3.	Lack of religious commitment	120	60	60	30	20	10	-	-
4.	Lack of teaching aids	125	62.5	65	32.5	10	5	-	-
5.	Lack of conducive evidence in religion	130	65	60	30	10	5	-	-
6.	Poor classroom management and control.	98	49	72	36	30	15	-	-
7.	Lack of conducive evidence in religion	150	75	50	25	-	-	-	-
8.	Wrong interpretation in the holy books.	80	40	60	30	30	15	30	15
9.	Lack of qualified teachers	100	50	60	30	20	10	20	10
10.	Poor remuneration of teachers.	130	65	60	30	10	5	-	-
11.	Complete lack of incentives to teachers	120	60	60	30	20	10	-	-

Table 1 above showed that 90% agreed that there are free exercise books for the note of lessons while 10% disagreed. The table also showed that 80% agreed that the problem of the nature of God was a serious one while 20% disagreed it also showed that 90% agreed that lack of religious commitment was a problem while 10% disagreed. Similarly, 95% agreed that lack of teaching aids was serious problem while 5% disagreed. In the same vain 95% equally agreed that lack of pupils/students to teach was a problem while 5% disagreed. Furthermore, 85% agreed that poor classroom management and control was a problem while 15% disagreed. Then 100% agreed that there is lack of conducive evidence in religion while none disagreed. 70% of the respondents agreed that wrong interpretation in the holy book is a problem while 30% disagreed. Also, 80% respondents agreed that lack of qualified teachers is a problem, while 10% disagreed. Poor remuneration of teachers has 95% who sees it has a problem while 5% disagreed. Finally, 90% agreed that there is a complete lack of incentives for teachers while 10% disagreed.

Research Question 2: How can the problems can be tackled?

Table II

S/N	Factors	SA		A		D		SD	
	How the problem can be tacked	F	%	F	%	F	%	F	%
1.	The use of adequate teaching aids	140	70	40	20	10	5	10	5
2.	The use of a variety of teaching methods	195	97.5	2.5	-	-	-	-	-
3.	The use of competent teachers of religion.	168	84	32	16	-	-	-	-
4.	Adequate incentives should be given to teachers.	80	40	60	30	30	15	30	15
5.	Fat salaries should be paid to teachers of religion.	80	40	80	40	20	10	20	10
6.	Good teaching methodologies should be employed.	180	90	20	10	-	-	-	-
7.	Good classroom management and control should be maintained	200	100	-	-	-	-	-	-
8.	The teacher should be committed to their jobs	180	75	50	25	-	-	-	-

In table two above, 80% agreed that the use of adequate teaching aids would solve the problem of the teaching/learning of religion in the area while 20% disagreed. The table also showed that 100% agreed that the use of a variety of teaching aids would solve the problem. Similarly, 100% agreed that the use of competent teachers of religion would go a long way in solving the problem. Furthermore, 70% of the respondents agreed that adequate incentives should be given to teachers while 30% disagreed. The table also revealed that 80% agreed that fat salaries should be paid to teacher while 20% disagreed. The table further should that 100% agreed that good teaching methods should be employed. Similarly, 100% of the respondents agreed that good classroom management and control should be employed. Lastly 100% also agreed that teachers should be committed to their jobs.

Research question 3: What benefits are expected to be derived by the people for getting rid of the problems?

Table III

S/N	Factors	SA		A		D		SD	
	Benefits derived from getting rid of the problems effecting/retarding,/teaching	F	%	F	%	F	%	F	%

	learning CRK in the area.								
a.	Students/Pupils will be full of enthusiasm in going to school.	98	49	72	36	30	15	-	-
b.	Teachers will give the best to the pupils/students.	130	65	60	30	10	5	-	-
c.	Primary/secondary education in the area will attract governments' attention.	125	62.5	65	32.5	10	5	-	-
d.	The school population will increase.	80	40	80	40	20	10	20	10
e.	The pupils/students will record huge successes in examination	100	50	60	30	20	10	20	10
f.	Teachers will discharge their duties effectively	150	75	30	15	20	10	-	-

In table III above, 85% of the respondents agreed that students/pupils would enjoy schooling if the obstacles (Problems) were eliminated while 15% disagreed. The table also showed that 95% agreed that teachers would give the best to their pupils while 80% disagreed. 95% of the respondents agreed it primary/secondary education would attract government's attention if the problem is solved while 5% disagreed. Similarly, 80% agreed that the school population would increases when the problems were eliminated while 20% disagreed. Also, 80% of the respondents said that pupils/students will record huge success in their exams when these problems are solved which 20% disagreed. Finally, 90% of the respondents in this table III agreed that teachers will discharge their duties efficiently and effectively when there is problem while 10% disagreed firmly to this assertion.

Research Question IV: What incentives are available to those teachers of Christian religious knowledge in the area?

Table IV

S/N	**Factors**	**SA**		**A**		**D**		**SD**	
	Incentives available to teachers of Christian religious knowledge in the area?	F	%	F	%	F	%	F	%
1.	Free exercise books for note of lessons.	150	75	30	15	20	10	-	-
2.	Free textbooks from the government.	100	50	60	30	20	10	20	10
3.	Monetary incentives	80	40	60	30	30	15	30	15
4.	There are no incentives to teachers.	98	49	72	36	30	15	-	-
5.	There is in-service training for teachers.	60	30	60	30	40	20	40	20
6.	Teachers are given scholarship to study oversees	50	25	50	25	50	25	50	25

The table four above first and foremost showed that 90% of the respondents agreed that exercise books were given to teachers free of charge for notes of lessons while 10% disagreed. The table also showed that 8% agreed that the teachers were given textbooks without paying for them by the government while 20% disagreed furthermore, the table revealed that 70% agreed that monetary incentives were available to teachers while 30% disagreed it should be noted that 85% agreed that there was no incentives to teachers in the area while 15% disagreed. The table also showed that 60% agreed that teachers went in-service training while 40% disagreed. Lastly 50% agreed that teachers were given scholarship while 50% disagreed.

Summary of finding

In the table one, majority of the respondents affirmed that lack of religious commitment, teaching aids (including textbooks), poor remuneration of teachers, lack of incentives, paucity of qualified teachers and the problem of the nature of God and the fact that religion lacks objectivity were the major problems hampering the study/teaching of religion in the area while a negligible few responded negatively.

In table two, majority of the respondents also agreed that the use of adequate teaching aids, variety of teaching methods, and competent teachers could go a long way in solving the problem of the study/teaching of religion in the area. Similarly, majority of respondents agreed that giving adequate incentives to teachers, good teaching methods, good classroom management and control were other ways the problems could be tackled. They also agreed that teachers should be committed to their jobs.

In table three, majority of the respondents equally agreed that the advantages to getting rid of the problems were the following: Increment in school enrolment, successes in exams, and enthusiasm in going to school. Others include giving the best to the students by the teachers, and effective discharge of their duties.

In the last table, that is table four, majority of the respondents said that the following incentives were available: Free exercise books for notes of lessons and textbooks; but options were divided on the issues of monetary incentives, in-service training and scholarship. 40% of the respondents did not agreed that teachers were given in-service training although 60% agreed.

Discussion of Findings

With regard to the problem hampering the study and teaching of Christian Religious Knowledge (CRK) in the area, almost all the respondents agreed that the following factors are hampering the study and teaching of Christian Religious Knowledge (CRK) in Ohaukwu Local Government Area. The problem of the nature of God, lack of qualified teachers, poor classroom management and control poor remuneration of teachers as well as that religion does not lend itself to objectivity. From my findings, I discovered that the above problems are adversely militating against effective study and teaching of Christian Religious Knowledge (CRK) in Ohaukwu Local Government Area. From our findings, 100%

agreed that teachers were not properly remunerated and 90% also agreed that lack of religious commitment and lack of objectivity in religion hamper the study of religion in the area.

In finding a way out to the problem, the following suggestions were made by majority of the respondent: the use of adequate teaching aids, variety of teaching methods, the use of competent teachers or religion, giving them enough incentive, paying them fat salaries. Other are good teaching methods, good classroom management and control. They also suggested that teachers in their own schools part should be committed in their jobs. From my research findings, I discovered that teaching aids competent teachers, were grossly inadequate aids are necessary for good finding, I learnt that teachers always use them effectively in the classroom.

All with few exceptions, agreed that if the above problems highlighted were made properly address in the area.

Moreover, teachers would deliver the "good" to the students and this will result in huge successes in exams for the students/pupils. In the last research question, 1 discovered that the incentive given to the teachers were not enough.

However, their responses in the questionnaire confirmed that majority of the respondents agreed that teachers were given incentives in the form of in-service training, scholarship etc. But through the oral interview, I discovered that only a handful of teachers had such opportunities

Conclusion

Based on the findings the following conclusion were made: -

1. The problems could be eliminated if certain things are taken into account such as provision of in-service training, payment of fat salaries to teachers among others
2. In the past, teachers had been neglected in the scheme of things. They could not meet up their financial obligation based on the poor salaries

Recommendation

The following recommendations are made based on my findings and discussion.

1. The government: Federal, state and local should take primary and secondary education very seriously. They should fund education adequately. Free and compulsory education at all levels should be done. Teachers should be given adequate incentives. They should be given the opportunity to go to in-service training and scholarship should be awarded to most of them.
2. The governments should assist schools to provide functional libraries where books will be available for teachers and students.
3. The P.T.A should try to help school in raising fund to supplement whatever assistance the governments are making in funding education.

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