

## Methodologies in Teaching Christian Religious Knowledge in Secondary Schools in Bauchi Metropolis, Bauchi State

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### ABSTRACT

*This study evaluates teaching methodologies in Christian Religious Knowledge (CRK) classes in Bauchi Metropolis. The aim is to identify effective approaches that enhance students' engagement, understanding, and retention of the subject. It also seeks to understand the challenges teachers face in implementing these methodologies. It is a descriptive survey, targeting CRK teachers. Data were collected using a 50-item questionnaire tagged: Methodologies in Teaching Christian Religious Knowledge Questionnaire (MT-CRK-Q), measured on a five-point Likert scale. The instrument was validated by experts and tested for reliability, yielding a Cronbach Alpha coefficient of 0.87. Data were analysed using mean, frequency count, and standard deviation. The study reveals among others that traditional methods like lectures and storytelling are predominant, while multimedia resources and interactive activities are underutilized, while teachers face challenges such as resource constraints, large class sizes, lack of training, rigid curricula, and insufficient administrative support. It, therefore, recommends comprehensive teacher training, increased resource availability, flexible curricula, administrative support, and alignment of assessment methods with interactive teaching approaches.*

**Keywords:** *Methodology, Teaching, CRK, Secondary School*

### INTRODUCTION

Christian Religious Knowledge (CRK) is a crucial subject in the secondary school curriculum, particularly in regions with significant Christian populations. It encompasses the study of the Bible, Christian doctrines, ethics, and the history of Christianity (Mensah & Ansah, 2023). The primary goal of CRK is to instil moral

values, enhance spiritual growth, and provide students with a comprehensive understanding of Christian beliefs and practices. The effectiveness of CRK teaching methodologies significantly impacts students' engagement, understanding, and retention of the material (Preshaw et al., 2024). Traditional lecture-based approaches often fall short in addressing the diverse learning needs of students. Innovative and interactive teaching methods, such as storytelling, role-playing, group discussions, and multimedia use, have shown promise in enhancing the learning experience.

In many secondary schools in Nigeria, CRK is often taught using conventional methods that may not fully engage students or foster critical thinking (Kulu & Danladi, 2024). This can lead to a lack of interest in the subject and inadequate understanding of its core principles. There is a growing recognition of the need for a more dynamic and student-centred approach to teaching CRK in Bauchi State considering the vital role CRK plays in shaping the moral and ethical framework of students. By exploring Christian values and teachings, students can develop a strong moral compass and learn to navigate ethical dilemmas (Chukwu et al., 2023). This underscores the importance of employing effective teaching methods that not only convey information but also inspire and motivate students.

The study is pertinent as there is an observable decline in students' interest and engagement in CRK classes in Bauchi State, partly due to monotonous teaching methods. This study aims to explore and evaluate various innovative teaching methodologies that can make CRK more appealing and relevant to students in Bauchi State. Effective teaching methodologies can significantly enhance both academic and moral outcomes for students. By adopting more interactive and student-centred approaches, teachers can improve students' comprehension of Christian teachings and their ability to apply these principles in real-life situations.

The educational landscape is rapidly evolving, with an increasing emphasis on critical thinking, creativity, and digital literacy (Lionenko & Huzar, 2023). This study seeks to align CRK teaching methodologies with these contemporary educational trends practice in Bauchi State, ensuring that CRK remains a dynamic and integral part of the secondary school curriculum in Bauchi State. There is a need for empirical evidence to inform policy and curriculum development in the teaching of CRK. This study will provide valuable data on the effectiveness of various teaching methodologies, which can guide educators, policymakers, and curriculum developers in making informed decisions in Bauchi State.

Teachers play a crucial role in the successful implementation of any educational methodology (Kilag *et al.*, (2023). This study aims to provide insights and recommendations that can support teachers' professional development, equipping them with the skills and knowledge necessary to adopt and adapt innovative teaching

methods. Holistic education aims to develop the intellectual, emotional, social, and spiritual aspects of students. By improving the methodology in teaching CRK, this study contributes to the broader goal of holistic education, ensuring that students receive a well-rounded and meaningful education that prepares them for life beyond school in CRK in Bauchi State.

In conclusion, this study on the methodology in teaching Christian Religious Knowledge in secondary schools is justified by the need to enhance student engagement, improve academic and moral outcomes, align with contemporary educational trends, provide empirical evidence for curriculum development, support teachers' professional growth, and promote holistic education

The teaching of Christian Religious Knowledge (CRK) in secondary schools in Bauchi State plays a vital role in fostering moral and spiritual development among students. However, there is growing concern that the current methodologies employed in teaching CRK are inadequate in engaging students and facilitating a deep understanding of the subject matter (Alhassan et al., 2024). Traditional lecture-based approaches dominate the classroom, often leading to a lack of interest and insufficient comprehension of Christian doctrines, ethics, and history (Anemba & Mambo, 2024).

The problem is compounded by the rapidly changing educational landscape, which emphasizes critical thinking, creativity, and digital literacy. Despite the importance of CRK in shaping students' moral and ethical frameworks, the teaching methods have not evolved in tandem with these educational trends. As a result, students may perceive CRK as a static and uninteresting subject, thereby undermining its potential to influence their moral and spiritual growth positively. Furthermore, there is a significant gap in empirical research on the effectiveness of various teaching methodologies in CRK. Educators and policymakers lack the necessary data to make informed decisions on curriculum development and instructional strategies. This gap hinders the adoption of innovative and interactive teaching methods that could potentially revitalize CRK education.

The core problem, therefore, is the need to identify and implement effective teaching methodologies that can enhance student engagement, comprehension, and application of Christian teachings. This research aims to address this problem by evaluating the impact of different teaching methods on students' interest, understanding, and moral development in CRK classes. By doing so, it seeks to provide valuable insights and recommendations for educators, curriculum developers, and policymakers to improve the teaching and learning of CRK in secondary schools in Bauchi State

### **Objectives of the Study**

Based on the major objectives the following specific objectives were formulated

1. To evaluate the current methodologies used in teaching Christian Religious Knowledge (CRK) in secondary schools.
2. To assess the impact of traditional lecture-based teaching methods on student engagement and comprehension in CRK classes.
3. To investigate the effectiveness of interactive and innovative teaching methodologies in enhancing students' understanding and interest in CRK.
4. To identify the challenges faced by teachers in implementing effective teaching methodologies for CRK.
5. To provide recommendations for improving the teaching and learning of CRK in secondary schools.

### **Research Questions**

The following research questions were raised to address the problems

1. What are the current methodologies used in teaching Christian Religious Knowledge in secondary schools?
2. How do traditional lecture-based teaching methods impact student engagement and comprehension in CRK classes?
3. What is the effectiveness of interactive and innovative teaching methodologies in enhancing students' understanding and interest in CRK?
4. What challenges do teachers face in implementing effective teaching methodologies for CRK?
5. What recommendations can be made to improve the teaching and learning of Christian Religious Knowledge in secondary schools?

### **METHOD**

The design of the study was descriptive survey. The area was Bauchi Metropolis, Bauchi State. The population of the study comprised all CRK teachers in Bauchi Metropolis. Data collection instrument was a questionnaire tagged: Methodologies in Teaching Christian Religious Knowledge Questionnaire (MT-CRK-Q). The instrument had 50 items and it was measured using five point Likert scale. The instrument was validated by 4 experts from Abubakar Tatari Ali Polytechnic and Abubakar Tafawa Balewa University Bauchi. The instrument was subjected to reliability test using Cronbach Alpha reliability techniques, the reliability co-efficient was 0.87, which was a high reliability. The data were analysed using mean, frequency count and standard deviation.

## RESULTS AND DISCUSSION

**Table 1:** Current Methodologies Used in Teaching Christian Religious Knowledge in Secondary Schools in Bauchi State

Item	N	$\bar{X}$	SD	Decision
1. Lectures are the primary method used in CRK classes.	100	4.5	0.7	High
2. Group discussions are regularly employed in CRK teaching.	100	4.2	0.8	High
3. Role-playing and dramatization are common in CRK lessons.	100	4.3	0.6	High
4. Multimedia resources (videos, slides) are frequently used.	100	2.8	1.1	Low
5. Students are often given projects related to CRK topics.	100	2.5	1.0	Low
6. Case studies are utilized to explain CRK concepts.	100	2.9	1.2	Low
7. Interactive activities (quizzes, games) are part of CRK classes.	100	2.6	1.0	Low
8. Teachers use storytelling to convey biblical narratives.	100	4.4	0.5	High
9. Debates on moral issues are conducted in CRK classes.	100	2.7	1.1	Low
10. Field trips to religious sites are organized as part of CRK curriculum.	100	2.4	1.3	Low

**Source:** Survey, 2024

The table 1 provides insights into the current methodologies employed in teaching Christian Religious Knowledge (CRK) in secondary schools in Bauchi State. Lectures, Group Discussions, Role-playing and Dramatization, and Storytelling: have higher means (4.5, 4.2, 4.3, and 4.4 respectively) indicating that they are frequently used and highly regarded in the teaching of CRK. This suggests that teachers rely heavily on these traditional and interactive methods to engage students and convey the content effectively. While Multimedia Resources, Projects, Case Studies, Interactive Activities, Debates, and Field Trips: These methodologies have lower means (ranging from 2.4 to 2.9), indicating less frequent use. This could imply either a lack of resources, training, or emphasis on these methods in the current teaching practices. Overall, the findings suggest a preference for more traditional and interactive in-class methodologies such as lectures and storytelling, with less reliance on multimedia and experiential learning methods.

**Table 2:** Impact of Lecture-Based Teaching Methods on Student Engagement and Comprehension in CRK Classes

Item	N	$\bar{X}$	SD	Dec
1. Lectures keep students engaged in CRK classes.	100	2.3	0.9	Low
2. Students find it easy to understand CRK t through lectures.	100	2.5	0.8	Low
3. Lecture-based teaching helps students retain CRK knowledge.	100	2.6	0.7	Low
4. Students actively participate in lecture-based CRK lessons.	100	2.1	0.9	Low
5. Lectures in CRK classes stimulate students' interest in the CRK	100	2.4	0.8	Low
6. Students prefer lectures over other teaching methods in CRK.	100	2.8	0.6	Low
7. Lectures are effective in covering a wide range of CRK topics.	100	2.7	0.7	Low
8. Lecture-based teaching limits students' critical thinking in CRK.	100	4.3	0.5	High
9. Students feel bored during lecture-based CRK classes.	100	4.5	0.6	High
10. Lectures provide clear explanations of CRK concepts.	100	2.2	0.8	Low

The table 2 presents findings regarding the impact of lecture-based teaching methods on student engagement and comprehension in CRK classes. The means for items related to engagement and comprehension (items 1, 2, 3, 4, 5, 7, and 10) are generally low (ranging from 2.1 to 2.8), indicating that lecture-based teaching methods are not highly effective in keeping students engaged, helping them understand, and retaining CRK knowledge. Students also do not find lectures stimulating or prefer them over other teaching methods. Notably, items 8 and 9 have higher means (4.3 and 4.5 respectively), suggesting that lecture-based teaching limits students' critical thinking and often leads to boredom during CRK classes. Overall, the findings discourage the use of lecture-based teaching methods in CRK classes, indicating a need for alternative and more engaging instructional approaches to enhance student learning outcomes and classroom experiences.

**Table 3:** Effectiveness of Interactive and Innovative Teaching Methodologies in Enhancing Students' Understanding and Interest in CRK

Item	N	$\bar{X}$	SD	Dec
1. Interactive methods make CRK classes more engaging.	100	4.6	0.6	High
2. Innovative teaching techniques enhance leaning of CRK topics.	100	4.4	0.7	High
3. Students are interested in CRK when using interactive methods	100	4.7	0.5	High
4. Group discussions help deepen understanding of CRK concepts.	100	4.5	0.6	High
5. Role-playing helps students relate to biblical characters.	100	4.8	0.4	High
6. Multimedia resources make CRK lessons more enjoyable.	100	4.3	0.8	High
7. Projects on CRK topics enhance students' learning experience.	100	4.6	0.6	High
8. Interactive activities foster collaboration among students in CRK.	100	4.7	0.5	High
9. Using innovative methods helps in retaining CRK knowledge.	100	4.4	0.7	High
10. Students prefer interactive methods over traditional lectures in CRK.	100	4.6	0.6	High

Table 3 illustrates the effectiveness of interactive and innovative teaching methodologies in enhancing students' understanding and interest in CRK. The means for items related to engagement and comprehension (items 1, 2, 3, 4, 5, 6, 7, 8, and 9) are high, ranging from 4.3 to 4.8. This suggests that interactive and innovative teaching methods significantly contribute to making CRK classes more engaging, enhancing comprehension of CRK topics, and increasing students' interest in the subject. Item 10 also indicates a high mean (4.6), indicating that students prefer interactive methods over traditional lectures in CRK classes. This underscores the importance of adopting interactive and innovative approaches to teaching CRK to better meet students' preferences and learning needs. Overall, the findings highlight the effectiveness of interactive and innovative teaching methodologies in fostering a positive learning environment and promoting deeper understanding and interest in CRK among students.

**Table 4:** Challenges Faced by Teachers in Implementing Effective Teaching Methodologies for CRK

Item	N	$\bar{X}$	SD	Decision
1. Lack of resources hinders the use of interactive methods in CRK.	100	4.2	0.7	High
2. Large class sizes make it difficult to implement innovative teaching methods.	100	4.3	0.6	High
3. Teachers lack training in interactive and innovative teaching techniques.	100	4.1	0.8	High
4. The curriculum is too rigid to incorporate new teaching methods.	100	4.4	0.5	High
5. Time constraints limit the use of interactive activities in CRK.	100	4.2	0.7	High
6. There is resistance to change from traditional to innovative methods among teachers	100	4.3	0.6	High
7. Students are not responsive to interactive methods in CRK.	100	4.1	0.8	High
8. No administrative support is for innovative CRK teaching methods.	100	4.4	0.5	High
9. Assessment are not aligned with interactive teaching approaches.	100	4.2	0.7	High
10. Teachers face difficulties in finding suitable interactive materials for CRK.	100	4.3	0.6	High

The table 4 presents the challenges faced by teachers in implementing effective teaching methodologies for CRK. Items 1, 2 and 5 highlight challenges such as lack of resources and time constraints, which hinder the use of interactive methods and innovative teaching techniques in CRK classes. Items 3 and 6 indicate that teachers often lack adequate training in interactive and innovative teaching techniques, and there is resistance to change from traditional to innovative methods among teachers. Items 4, 7, 8, and 9 point out challenges related to the rigidity of the curriculum, lack of administrative support, and misalignment of assessment methods with interactive teaching approaches. Item 10 suggests that teachers face difficulties in finding suitable interactive materials for CRK, further complicating the implementation of effective teaching methodologies. Overall, the findings underscore the multifaceted challenges that teachers encounter in adopting interactive and innovative teaching methodologies for CRK, emphasizing the need for systemic support and resources to overcome these obstacles and promote effective teaching practices.

**Table 5:** Recommendations to Improve the Teaching and Learning of Christian Religious Knowledge in Secondary Schools

Item	N	$\bar{X}$	SD	Decision
1. Provide more training for teachers on interactive teaching methods.	100	4.6	0.6	High
2. Increase the availability of multimedia resources for CRK classes.	100	4.5	0.7	High
3. Use of group discussions and collaborative learning in CRK.	100	4.6	0.6	High
4. Incorporate project-based learning into the CRK curriculum.	100	4.7	0.5	High
5. Facilitate field trips to enhance experiential learning in CRK.	100	4.5	0.7	High
6. Develop flexible curricula that allow for innovative teaching methods.	100	4.6	0.6	High
7. Allocate more time for interactive activities in CRK lessons.	100	4.6	0.6	High
8. Provide administrative support for applying new teaching methodologies	100	4.7	0.5	High
9. Align assessment methods with innovative teaching approaches.	100	4.6	0.6	High
10. Create a repository of interactive materials for CRK teachers.	100	4.5	0.7	High

The table 5 presents recommendations to enhance the teaching and learning of Christian Religious Knowledge (CRK) in secondary schools. Items 1 and 2 suggest the need for providing more training for teachers on interactive teaching methods and increasing the availability of multimedia resources, which are essential for effective teaching practices. Items 3, 4 and 5 advocate for the encouragement of group discussions, project-based learning, and field trips to facilitate interactive and experiential learning experiences, fostering deeper understanding and engagement among students. Items 6 and 7 emphasize the importance of developing flexible curricula that allow for innovative teaching methods and allocating more time for interactive activities in CRK lessons to enhance learning outcomes. Items 8 and 9 underscore the necessity of providing administrative support for implementing new teaching methodologies and aligning assessment methods with interactive and innovative teaching approaches to ensure consistency and effectiveness in evaluating student learning. Item 10 proposes the creation of a repository of interactive materials and resources for CRK teachers, providing them with access to a variety of tools and materials to enhance their teaching practices. Overall, the recommendations aim to address various aspects of teaching and learning in CRK, promoting interactive, innovative, and student-centred approaches to enhance the quality of education and student outcomes in secondary schools.

### Major Findings

Based on the results of the study the following are the major findings:

1. The findings indicate a strong preference among students and teachers for interactive and innovative teaching methodologies in CRK classes. These



methods, including group discussions, role-playing, multimedia resources, and project-based learning, are perceived as more engaging and effective in enhancing student understanding and interest in CRK.

2. Teachers face various challenges in implementing interactive and innovative teaching methodologies, including resource constraints, large class sizes, lack of training, resistance to change, and curricular and administrative barriers. These challenges hinder the adoption and implementation of effective teaching practices in CRK classes.
3. Traditional lecture-based teaching methods are perceived as less engaging and effective in promoting student comprehension and interest in CRK. Students often find lectures boring, limiting their critical thinking and active participation in class discussions.
4. There is a clear need for systemic support and resource allocation to overcome the challenges faced by teachers in implementing effective teaching methodologies for CRK. This includes providing more training opportunities, increasing the availability of multimedia resources, and offering administrative support for implementing new teaching methodologies.
5. The recommendations generated from the findings emphasize the importance of promoting interactive and innovative teaching methods, facilitating teacher training and resource accessibility, fostering flexibility in curriculum design, and aligning assessment methods with interactive teaching approaches to enhance the teaching and learning of CRK in secondary schools.

The strong preference for interactive and innovative teaching methodologies among both students and teachers highlights recognition of the importance of active engagement and experiential learning in CRK education (Mikrouli et al., 2024). This finding aligns with contemporary educational theories that emphasize student-centered approaches to learning, promoting deeper understanding and retention of subject matter. The identified challenges in implementing effective teaching methodologies underscore the systemic barriers and resource constraints that hinder innovation and creativity in CRK education. These challenges, ranging from lack of resources to resistance to change, highlight the need for comprehensive strategies to address structural and organizational issues within the education system.

The limitations of lecture-based teaching methods echo concerns in educational research about the passive nature of traditional lectures and their inadequacy in

promoting critical thinking and student engagement (Correia et al., 2024). This underscores the importance of shifting towards more interactive and participatory approaches to teaching and learning in CRK classes. The identified need for systemic support and resource allocation reflects the importance of addressing the underlying structural and organizational factors that impede the implementation of effective teaching methodologies in CRK education (Bentley et al., 2024). This includes providing adequate funding, training opportunities, and administrative support to facilitate innovation and change within the education system.

The recommendations generated from the findings provide actionable steps to enhance the teaching and learning of CRK in secondary schools. By investing in teacher training, enhancing resource availability, promoting curriculum flexibility, providing administrative support, and aligning assessment methods, stakeholders can create an environment conducive to the adoption and implementation of interactive and innovative teaching methodologies. In conclusion, the findings underscore the importance of rethinking traditional teaching practices and embracing more interactive and innovative approaches to CRK education. By addressing the identified challenges and implementing the recommended strategies, stakeholders can foster a more engaging, effective, and student-centred learning environment in CRK classes, ultimately enhancing the quality of education and student outcomes in secondary schools

## Recommendations

Based on the major findings of the study the following are the recommendations of the study

1. Provide comprehensive training programs for teachers to equip them with the necessary skills and knowledge to effectively implement interactive and innovative teaching methodologies in CRK classes.
2. Increase the availability of multimedia resources, interactive materials, and technological tools to support the implementation of effective teaching practices in CRK.
3. Develop flexible curricula that allow for the integration of interactive and experiential learning activities, enabling teachers to adapt their instructional approaches to meet the diverse needs of students.
4. Offer administrative support and leadership to facilitate the adoption and implementation of new teaching methodologies in CRK, including providing funding, time allocation, and policy support.

5. Align assessment methods with interactive and innovative teaching approaches to ensure that student learning outcomes accurately reflect their engagement, comprehension, and critical thinking skills developed through these methodologies.

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