



EFFECT OF MASS MEDIA ON RELIGIOUS EDUCATION OF STUDENTS IN SECONDARY SCHOOLS

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ABSTRACT



This study is aimed at the effect of Mass Media on religious education of students in secondary schools. Four hundred (400) secondary school students were randomly selected from four (4) secondary schools in Nigeria. The survey research design was used in carrying out this study. The populations consist of all Christian Religions Studies (CRS) students in Junior and Senior Secondary Levels in selected Local Government Areas in Nigeria. A questionnaire was used in collecting data and a simple frequency count and percentages statistical technique was used in analyzing the data. The findings of the study revealed the following: That there was no type of Mass Media employed in religious instruction; that the religious programmes in Mass Media should not be employed in teaching Christian religious studies; that religious programmes in the Mass Media are not related to the curricular expectations of religious education in secondary school, that the timing of presentation of religious programmes did not fit into the religious education programmes of learners and that the presentation of religious programmes in the Mass Media does not agree with religious education teaching in secondary schools. A glance at the result will show that there is no relationship between the programmes in the mass media and that of the school Christian Religious Studies (CRS) period. Government, school heads, parents, teachers and Guidance should engage in making Christian Religious Studies (CRS) compulsory not only in the junior secondary but also in the senior secondary to help students have interest in religious education programmes. Recommendations were based on the findings of the study.

Keywords: Mass media, Christian Religions Studies (CRS), Secondary schools, programmes.

1.0 INTRODUCTION

The term Mass Media simply refers to the various means of communication to a large number of people. It includes visual aids, Audio Aids, Audio-Visual Aids, Libraries, Telecommunication, print media, Posters, Databanks e.t.c. The Oxford Advance Learners' Dictionary of current English by H.S Honny defined Mass Media as "Newspapers, Radio and Television used by enormous number of people". The definition above is appropriate as mass means "many while media indicates plural of medium.

Christian Religious Studies (CRS) is a subject, which is offered as a compulsory subject in the Junior Secondary level (JSS-III). It is regarded as one of the optional subjects in the senior secondary school certificate examination as well as in the senior school certificate examination.

Religious education is taught in secondary schools because of its moral implication for the child, school and society to which he belongs. This is because the development and prosperity of a country depends fundamentally on sound moral characters and spirit of self-discipline of its citizens. With the teaching of religion, the school will produce individuals with positive attitudes free from societal vices, which will enable the youths of tomorrow play a leading and constructive part in the development of society in which all members will live happily in peace and harmony.

Good media should be simple in language, very clearly written and illustrated, easily understood by students and have an attraction for them so that they always have a desire to use it with confidence. Very recently, the British council in Nigeria organized an exhibition of homemade teaching aids/materials to encourage teachers to make and use their own teaching aids made from local materials. It is a very encouraging experiment both from the point of view of the enthusiasm generated and from the actual products exhibited.

The importance of religion in education is reflected in many sections of the philosophy of National Education, in the National Policy on Education (1981).

Williams (1974), affirms that the part of education that can bring about moral development in the society is religious and moral education.

According to (Olatona1981), the importance of Christian Religious Studies (CRS) is to produce good citizens who are useful to God, their nation, their neighbours and to themselves.

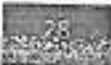
This can only be achieved, if such citizens are morally sound and are of good character. Perhaps religion as a subject can help us best achieve this sound morality. It is the subject that teaches the will of God, the good and evil in contemporary society. Educate a man without religion and you will make them a clever devil. (Banjo, 1954).

2.0 RESEARCH METHODS

This chapter deals with the general procedure for carrying out the study. It describes the research design, area of study, population, samples and sampling technique used. It also describes the instrument for data collection, validation of the instrument, its administration and method of data analysis.

2.1 DESIGN OF STUDY: The survey research design was employed in carrying out the study.

2.2 AREA OF STUDY: This study was conducted in Ika North East and Ika South Local Government Area of Delta State.



2.3 POPULATION OF THE STUDY: The population of the study consisted of all Christian Religious Studies (CRS) students of Junior and Senior Secondary Schools in Ika South and Ika North East Local Government Areas of Delta State.

2.4 SAMPLE AND SAMPLING PROCEDURE

A total of four hundred (400) students' respondents, two hundred (200) boys and two hundred (200) girls were employed for the study.

One hundred (100) students was chosen from each school. The hundred (100) students from each school was got by selecting fifteen (15) students from JSI, fifteen (15) students from JSSII, fifteen (15) students from JSIII, fifteen (15) students from SSI, fifteen (15) students from SSII and twenty five (25) students from SSIII. This gives a total of one hundred (100) students.

Simple random sampling procedure was used to select two schools from each of the all boys' schools and all girls' schools.

The schools selected, students and teachers' distributions are shown below.

Table 2.1 Students Distribution Table

Nos	Name of Schools	Type	Total number of Students
1.	Ika Grammar School, Boji-BojiOwa	All boys	100
2.	Gbenoba Grammar School, Agbor	All boys	100
3.	Mary Mount College Boji-BojiOwa	All Girls	100
4.	Baptist Girls' High School, Agbor	All Girls	100
	Total		400

2.5 INSTRUMENT USED FOR DATA COLLECTION

The instruments used for the study was structured questionnaire. There are fifteen questions in the research instruments to be responded to by the religious students in each of the sampled schools. These questions were based on the formulated research questions. The respondents are expected to tick either "Yes" or "No" as appropriate in the column in the questionnaire.

The students' questionnaire sought information about the name of their schools, their age, sex and how mass media affects the teaching of religious studies (see appendix I).

2.6 VALIDATION OF INSTRUMENT

Validation of the questionnaires was done by a committee of religious education teachers and the project supervisor and they were subsequently subjected to pilot testing in two of the secondary schools that were eventually not sampled for the study.

2.7 ADMINISTRATION OF THE INSTRUMENTS – DATA COLLECTION

The method of data collection for this study was based on face-to-face administration of the questionnaire to the students of the four schools and on the spot collection of their responses.

There was a hundred percent (100%) return rate as none of the questionnaires got missed. Respondents were very co-operative.

2.8 STATISTICAL PROCEDURE FOR DATA ANALYSIS

The data on the four hundred (400) students consisting of two hundred (200) girls and two hundred (200) boys were analysed by using simple frequency counts and percentages.

The overall results have been tabulated, presented and analysed in the next chapter.

3.0 DISCUSSION OF RESULTS

This chapter deals with presentation and analysis of the data collected for the study.

The data on each of the research hypotheses is presented in different tables for analysis and the results are discussed.

As regards the students questionnaire the result of the analysis are presented descriptively by means of percentages and simple frequency counts.

3.1 Research Question 1

What types of mass media are employed in religious instruction?

Table 3:1 Responses on the types of Mass Media employed in Teaching CRS.

Nos	Yes	No	% Yes	% No
2	-	400	-	100
6	-	400	-	100

Table 3.1 revealed that 400 students accepted that no types of mass media are being employed in the teaching of CRS in their schools as could be seen in question 2 and 6. This indicates a 100% response to the research question.

3.2 Research Question 2

To what extent should the religious programmes on mass media be employed in teaching CRS.

Table 3.2: Shows Responses on Students to the Extent of Religious Programs on Mass Media Being Employed in the Teaching of Religious Instruction.

Nos	Yes	No	% Yes	% No
3	48	352	12	88
10	115	285	28.7	71.3

Table 3.2 revealed that in question (3), 88% that is 252 students rejected the opinion that religious programs on mass media should be employed in teaching Christian Religious instruction. A related question(10) also shows that 115 (28.7%) students agreed that religious programs on mass media be employed in the teaching of religious instruction while (71.3%) i.e. 285 students rejected the opinion.

This also shows that majority of students are of the opinion that religious programmes on mass media should not be employed in the teaching of religious instruction.

3.3 Research Question 3

How are these religious programs in the mass media related to the curricular expectations of religious education in secondary school?

Table 3.3 Shows that Responses of Students on Relationship of Mass Media Religious programs and the Curriculum of CRS .

Nos	Yes	No	% Yes	% No
8	-	400	-	100
9	390	10	97.5	2.5

Table 3.3 shows that in question (8), 400 students that is 100% of student disagreed that the programs in the mass media are related to the CRS lesson in their schools. This indicates that the religious programs in the mass media have nothing to do with the curricular expectations of religious education in secondary schools.

3.4 Research Question 3 On the other hand, related question (9) asked: "Are such programs available in your home?" The responses shows that only 2.5% says such programs are not available in their homes while 97.5% students agreed that such programs are available in their homes. It then means that even when such religious programs are available in the homes, students are not interested in listening because it has no relationship with what is being taught in religious instruction lesson.

Table 3.4 Shows Students Response on How Timing of Programs in the Mass Media fit into that of CRS Lessons in their schools.

Nos	Yes	No	% Yes	% No
7	-	400	-	100

Table 3.4 revealed that 400 students accepted that the timing of presentation of religious programs on mass media does not fit into the religious education programs of learners.

In other words, all the students agreed that the period of CRS lessons in their schools did not fit into the period of religious programs. This gives a 100% response.

3.5 Research Question 5

To what extent does the method of presentation of religious programs in the mass media agree with religious education teaching in secondary school?

Table 3.5 Shows Responses of Students on whether methods of presentation of Religious Programs in the Mass Media agree with the classroom method of teaching CRS

Nos	Yes	No	% Yes	% No
12	105	295	26.2	73.8
13	-	400	-	100
14	-	400	-	100

Table 3.5 shows that in question (12) one hundred and five students (105) that is 26.2% out of 400 students stated that teachers sometimes refer to such programs while teaching. This gives a percentage of 26.2; while 295 students that are 73.8% stated that teachers do not make references to such programs in their teaching. This gives a percentage of 73.8.

In related question (13 and 14), 400 students that is 100% of students agreed that the methodology of presentation of religious programs in the mass media differs from that of CRS hence the teacher do not provide opportunities for their engagement in such programs.

3.6 SUMMARY OF DISCUSSION OF RESULT

The frequency counts and percentages on the effect of mass media on religious education of students show that most of mass media facilities are not available in secondary schools in IkaNorth and South Local Government Area of Delta State.

In table 3.1, the frequency counts and percentages indicated that no type of mass media is being employed in the teaching of CRS in their schools. This is not in conformity with Balogun (1971) who further explained that mass media include such material as programmed motion pictures, slides, filmstrips, projected and non-projected including photographic materials, magnetic and disc recordings, maps, charts, diagrams, field and classroom study of real things, demonstration, dramatization, objects, mock-ups, displays, television, etc. They are all according to him, employed to the sense of hearing and sight.

In table 3.2, the frequency counts and percentages show that religious programs on mass media should not be employed in teaching Christian Religious Instruction.

The frequency counts and percentages on table 3.3 shows that one hundred percent of the students disagreed that the programme in the mass media are not related to the CRS lesson in their schools. This indicates that the religious programs in the mass media have nothing to do with the curricular expectation of religious education in secondary schools. It then means that even when such religious programs are available in the homes, students are not interested in listening because it has no relationship with what is being taught in religious instruction lesson.

Furthermore, table 3.4 that the period of CRS lesson in their schools did not fit into the period of religious programs.

In addition to the above, the frequency count and percentage on table 3.5 indicates that teachers do not make references to media programs in their teaching. This is because the methodology of presentation of religious programs in the mass media differs from that of teaching CRS.

3.7 CONCLUSION

The study investigated the effect of mass media on religious education of students in secondary schools in Nigeria using Delta State as an example.

To achieve this general goals, five research questions were formulated. The research questionnaires were used to collect relevant data from a sample of four hundred (400) students randomly selected from four (4) secondary schools in Ika South and Ika North East Local Government Area of Delta State.

Relevant literature was reviewed. The data collected from students' questionnaire were analysed using simple frequency counts and percentages.

The following were the finding of the study:

- i. Students accepted that no type of mass media are employed in teaching religious instruction
- ii. That religious programmes in mass media should not be employed in teaching CRS
- iii. Religious programs in the mass media are not related to the curricular expectations of religious education in secondary schools
- iv. The timing of presentation of religious programs did not fit into the religious education of learners. (see appendix II-Radio Delta, Programs Guide and Delta Television Guide).
- v. The presentation of religious programs in the mass media does not agree with religious education teaching in secondary schools.

The result of the students' questionnaire shows that mass media had no effect on the teaching of religious education to students in secondary schools of Delta State.

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