

**THE EFFECT OF ROLE-PLAY METHOD ON THE STUDENT INTEREST
AND ACADEMIC ACHIEVEMENT IN CHRISTIAN RELIGIOUS STUDIES IN
SENIOR SECONDARY SCHOOL IN IKWO LOCAL GOVERNMENT AREA,
EBONYI STATE.**

BY

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ABSTRACT

There is a perceived trend of poor academic achievement and interest of students in Christian Religious Studies in Nigeria schools today. This situation has been attributed to many factors one of which is poor method of teaching. Against this background that this study sought to assess the effect of role play method on students' academic achievement and interest of students in Christian Religious Studies in Ikwo L.G.A of Ebonyi State. It adopted quasi experimental design. Three research questions guided the study. The population of the study comprised of all students in the L.G.A of study. Purposive sampling technique was used to select one hundred and twenty (120) students from four co-educational schools (70 students for experimental group (31 males and 39 females) and 50 students for control group (17 males and 33 females)) for the study. The instrument for data collection was CRS Achievement Test (CRSAT) and CRS Interest Inventory (CRSII). Mean and standard deviation was used to answer the research questions while analysis of co-variance (ANCOVA) was used to test the hypotheses at an alpha level of 0.05. The results of the data analyzed revealed that there is a significant difference in the mean achievement scores of students taught CRS using role-play method and those taught using lecture methods in favour of group taught CRS using role-play method. The result equally revealed that gender is not significant on student's achievement in CRS and that role play instructional strategy is gender friendly. Based on these findings, recommendations and suggestions for further studies were made therein.

Key word: Role play, Interest, Achievement, Christian Religious Studies

INTRODUCTION

Background of the Study

Christian religious studies (CRS) as one of the religious subjects taught in secondary school in Nigerian takes a central position in ensuring moral and spiritual well-being of individuals in the society. Without effective religious studies Nigeria will likely end up in conflict, religious crisis, insurgencies and social unrest among other things. This is because religion controls human actions in both social, political and economic (Eluu, 2009). These important values attached to the study of CRS in schools cannot be achieved if teachers do not utilize effective teaching method that appeals to all the senses of students in leaning situations.

Teaching method as noted by Agwu (2005) refers to the overall plan for the orderly presentation of content of learning materials. Teaching method is therefore, a general process the teacher adopts in presenting his lesson to the students, such that students learn such as assigning roles to individual students in the classroom. The important index in the teaching and learning process is that the students learn at the end of teaching (Aguokogbuo, 2005). Hence, the use of good teaching method in teaching of CRS plays an important role in harmonizing classroom instruction.

However, it has been noted with dismay that even a subject as important as CRS is taught using the traditional lecture method (talk and chalk) (Asogwa & Echemazu, 2011). This appears to have reduced students' interest and enrollment in the subject each year for both WAEC and NECO. For instance, Abdulhamid (2010) found that lecture method used by teachers have made many students lost their interest in classroom of learning and consequently may reduce students' enrollment in some subject areas. It is for these reasons that a research on the effect of role play method on students' achievement and interest in CRS in secondary schools is not only imperative but also timely.

Statement of the Problems

The importance of Christian Religious Studies in the present social, political and religious crisis in Nigeria cannot be over emphasized. Nevertheless, the trend of poor academic achievement among students' over the years seems to be on the increase. It may be due to teachers' use of lecture method of teaching which has been the prevalent mode of lesson presentation in secondary schools in Nigeria. This method is teacher-centered and does not inspire and motivate students' interest towards the learning of the subject in senior secondary schools. The students may end up therefore having low interest which could lead to poor achievement in CRS in schools. There appears, to be no available empirical study on the effect of role play method on students' academic achievement and interest in CRS in Senior Secondary Schools in Ikwo L.G. Therefore, the problem of this study posed as questions are "what are the effects of role play method on students' academic achievement and interest in Ikwo L.G.A ?

Purpose of the Study

The general purpose of this study is to determine the effect of role-play method on the students' interest and academic achievement in Christian Religious Studies in senior secondary school. Specifically, the study is designed to; 1. determine the effect of role-play method on students' interest in CRS 2. determine the effect of role-play method on students' academic achievement in CRS. 3. determine the influence of gender on students' achievement in CRS. 4. Find out the influence of gender on students' interest in CRS. 5. determine the effects of role play method and gender on the students' achievement in CRS.

Research Questions

The following research questions will guide the study:

1. What is the mean achievement scores of students taught CRS using role-play method and those taught lecture method?
2. What is the mean interest scores of students taught CRS using role-play method and those taught lecture method?
3. What is the mean achievement scores of male and female students taught CRS using role-play method and those taught lecture method?

4. What is the mean interest scores of male and female students taught CRS using role-play method and those taught lecture method?
5. What is the interaction effect of role-play method and gender on students mean achievement scores in CRS?
6. What is the interaction effect of role-play method and gender on students mean interest scores in CRS?

Research Hypotheses

Six (6) null hypotheses were developed to guide the study and was tested at 0.05 level of significance

HO1: There is no significant difference in the mean achievement scores of students taught CRS using role-play method and those taught using lecture methods.

HO2: There is no significant difference in the mean interest scores of students taught CRS using role-play method and lecture method.

HO3: There is no significant difference in the mean achievement scores of male and female students in CRS.

HO4: There is no significant difference in the mean interest scores of male and female students in CRS.

HO5 The interaction effect of role-play method and gender on student mean achievement scores in CRS is not statistically significant.

HO6 The interaction effect of role-play method and gender on student mean interest scores in CRS is not statistically significant.

RESEARCH METHOD

This study employed a quasi-experimental design. In effect, the experimental group was exposed to role-play method while non-experimental group was exposed to the lecture method. This study was carried out in all the secondary schools in Ikwo L.G.A of Ebonyi State. The present study was carried out in this area in order to provide empirical indices to ascertain how teachers utilize these to improve students' knowledge of CRS in secondary schools. The population of the study comprised all SS II student's Co-Educational secondary schools in Ikwo L.G.A. Co-educational secondary schools were used because the study treated gender as a variable in the study. SSII students were used for the study because this is the class where the major

concepts of Christian religious studies are taught. The researcher decided not to use SS1 students since at SS1 students are only exposed to the introductory aspect of Christian Religious Studies. Secondly, SSIII class is an examination class and is not convenient to be used for experiment.

The sample of this study comprised one hundred and twenty (120) students from four coeducational schools (70 students for experimental group (31 males and 39 females) and 50 students for control group (17 males and 33 females)). Purposive sampling was used to select two (2) public schools from the zone on the basis of qualified teachers, functional resources and good environment. Two Intact classes will be used for the experiment. Purposive sampling techniques will be used because the study is experimental and does not require many schools for treatment in order to achieve good effect.

The instruments used for data collection was CRS Achievement Test (CRSAT) and CRS Interest Inventory (CRSII). The CRSAT was drawn based on the table of specification. It covers four specific behaviours i.e. Knowledge, comprehension, Application and Analysis. This is because questions were not drawn from Synthesis and Evaluation. The achievement test items is made up of 45 multiple choice questions divided into four (4) content areas (Gods' provision, Gods' protection, Eli and Samuels' children, and Example of King Asa and King Jehoshaphat based on the table of specification. Fifteen (14) questions was be drawn from Gods' provision, thirteen (11) questions was be drawn from Gods' protection, ten (10) questions where drawn from Eli and Samuels' children, while (11) questions was be drawn from king Asa and Jehoshaphat. Part C contains 36 items on interest scale for CRS students. The researcher adopted Teacher Made Test because the items are scattered into different content area and cannot be selected from WAEC standard. Question 1-14 covered information on Gods' provision, Question 15-25 covered information on Gods' protection, and Question 26-34 covered information on King Eli and Samuel, while Question 35-45 covered information on examples of King Asa and Jehoshaphat. (See Appendix C in page 89-90). The Interest Inventory is divided into two sections. Section

A covered students' personal data while Section B covered information on of 36 items on students' interest in Christian Religious Studies in secondary schools in Ebonyi Central Education Zone. The Christian Religious Studies Achievement Test (CRSAT) and Christian Religious Studies Interest Inventory (CRSII) was first validated by an expert in measurement and evaluation, one expert in CRS and the other one from Curriculum Studies Education. These experts were directed to validate the instruments on the basis of relevance of the content of achievement test, organization of the lesson note and interest scale as well as it relevance to the study. These lecturers corrected the purpose of the study and research questions to suit the study. They equally corrected some items of lesson note, achievement test and interest scale which help to modify the instrument. The content validity of the instrument was ascertained using table of specification.

The internal consistency of the Christian religious Studies Achievement Test (CRSAT) was established using Kuder-Richardson formula 20. The researcher decided to use Kuder- Richardson formula 20 (KR20) because the items were scored dichotomously (that is, right or wrong. The validated copy of the achievement test was administered to 30 students of CRS in

SS II classes in two secondary schools in Abakaliki Education Zone, Ebonyi State. The student's responses were analyzed which yielded a reliability coefficient of 0.99. In order to determine the reliability of the Interest Inventory, the researcher administered it to 30 students of CRS in SS11 in two secondary schools in Abakaliki Education Zone, Ebonyi State while Chronbach Alpha method using Statistical Package for Social Sciences (SPSS Version 17.0) was adopted which yielded the reliability index of 0.624. The schools used for pilot study were found to meet the criteria used in the selecting of the two schools were used for actual study. Thus, the schools that were used for pilot study are equivalent to the schools that will be used for the actual study.

Mean and standard deviation was used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at an alpha level of 0.05. ANCOVA was used because the subject to the study was Non- equivalence. In non-

equivalent design, the problem of male students greater than female students or female students greater in each intact class was treated.

PRESENTATION AND ANALYSIS OF DATA

The results of the study were presented in tabular form in line with the research questions that guided the study.

Research question 1: What is the mean achievement scores of students taught CRS using role play method and those taught using lecture method?

Table1: Mean and Standard Deviation achievement scores of students taught CRS using role play and those taught using lecture methods

	Scores Experimental Group(N=70)		Control Group(N=50)		
	Mean	SD	Mean	SD	Mean diff.
Pretest	31.07	7.94	30.66	9.73	0.41
Posttest	71.31	11.94	57.30	10.24	14.01
Total	51.19	9.94	43.98	9.99	

Table 1 above shows that pretest mean and standard deviation achievement scores of experimental group are 31.07 and 7.94, while that of control group is 30.66 and 9.73 with mean difference of 0.41. It could be observed that the two groups are in the same achievement baseline prior to instructional treatment. However, the posttest mean and standard scores of experimental group are 71.31 and 11.94, while that of control group are 57.30 and 10.24 with mean difference of 14.01. This shows that experimental group achieved higher than that of the control group after instructional treatment.

Hypothesis one: There is no significant difference in the mean achievement scores of students taught CRS using role-play method and those taught using lecture method.

Table2: Analysis of Covariance of students' achievement scores by method.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected					
Model	5991.859 ^a	2	2995.929	23.826	.000
Intercept	42248.192	1	42248.192	335.985	.000
Pretest	263.519	1	263.519	2.096	.150
Method	5782.916	1	5782.916	45.990	.000
Error	14712.066	117	125.744		
Total	535141.000	120			
Corrected Total					
Total	20703.925	119			

a. R Squared = .289 (Adjusted R Squared = .277)

Table 2 above reveals that significance for two tailed test under method (0.000) is less than the level of significance (0.05) that is $P < 0$. This means that the null hypothesis which states that there is no significant difference in the mean achievement scores of students taught CRS using role-play method and those taught lecture method is rejected in favour of the alternative hypothesis. This means that there is a significant difference in the mean achievement scores of students taught CRS using role-play method and those taught lecture method in favour of group taught CRS using role-play method.

Source

Research question 2: What is the mean interest scores of students taught CRS using role-play method and those taught using lecture method?

Table 3: Mean and Standard Deviation interest scores of students taught CRS using role-play and those taught using lecture methods

Scores	Experimental Group (N=70)		Control Group(N=50)		Mean diff
	Mean	SD	Mean	SD	
Pre-interest score	3.23	0.32	3.09	0.35	0.14
Post-interest score	3.31	0.29	2.81	0.29	0.50

Total	3.27	0.31	2.95	0.32
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Table 3 above indicates that pre-interest mean and standard deviation achievement scores of experimental group are 3.23 and 0.32, while that of control group is 3.09 and 0.35 with mean difference of 0.14. It could be observed that the two groups are almost in the same interest baseline prior to instructional treatment. However, the post-interest mean and standard scores of experimental group are 3.31 and 0.29, while that of control group are 2.81 and 0.29 with mean difference of 0.50. This shows that experimental group interest became higher than that of the control group after instructional treatment.

Hypothesis two: There is no significant difference in the mean interest scores of students taught CRS using role-play method and lecture method.

Table 4: Analysis of Covariance of students interest scores by method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected					
Model	7.643 ^a	2	3.821	45.776	.000
Intercept	8.366	1	8.366	100.217	.000
Pre-interest	.334	1	.334	4.003	.048
Method	6.403	1	6.403	76.705	.000
Error	9.767	117	.083		
Total	1169.543	120			
Corrected					
Total	17.410	119			

a. R Squared = .439 (Adjusted R Squared = .429)

Table 4 above reveals that significance for two tailed test under method (0.000) is less than the level of significance (0.05) that is $P < 0$. This means that the null hypothesis which states that there is no significant difference in the mean interest scores of students taught CRS using roleplay method and lecture method will be rejected in favour of the alternative hypothesis, this means that there is a significant difference in

the mean interest scores of students taught CRS using role-play method and lecture method in favour group taught CRS using role-play method.

Research question 3: What is the mean achievement scores of male and female students taught CRS using lecture method and those taught using lecture method?

Table 5: Mean and Standard Deviation achievement scores of male and female students taught CRS using role-play and those taught using lecture methods.

Pretest score Method	Posttest score					
	Gender	N	Mean	SD	Mean	SD
experimental group	Male	31	31.58	10.45	73.68	11.61
	Female	39	30.67	5.26	69.44	12.01
	Total	70	31.07	7.94	71.31	11.94
control group	Male	17	29.53	10.79	54.42	11.06
	Female	33	31.24	9.26	58.79	9.63
	Total	50	30.66	9.73	57.30	10.24

Table 5 shows that pretest mean and standard deviation scores of male students in experimental group are 31.58 and 10.45 and that of female in the same group are 30.67 and 5.26. For male in the control group pretest mean and standard deviation scores are 29.53 and 10.79 and that of female are 31.24 and 9.26. It could be seen that male and females students in the entire group exist almost in the same achievement baseline before instructional treatment. Also, the posttest mean and standard deviation scores show that male students in experimental group had 73.68 and 11.61, whereas female

students had 69.44 and 12.01; male students in the control group mean and standard deviation scores are 54.42 and 11.06, while that of female students are 58.79 and 9.63. It shows from the result above that after the instructional treatment, male students in experimental group achieved almost the same with that of female students, showing no gender biasness, same thing applies to control group.

Hypothesis three: There is no significant difference in the mean achievement scores of male and female students in CRS.

Table 6: Analysis of Covariance (ANCOVA) of students mean achievement by method and gender.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected					
Model	6573.423a	4	1643.356	13.374	.000
Intercept	42459.618	1	42459.618	345.554	.000
Pretest	319.495	1	319.495	2.600	.110
Method	6190.010	1	6190.010	50.377	.000
Gender	.555	1	.555	.005	.947
method *					
gender	562.067	1	562.067	4.574	.035
Error	14130.502	115	122.874		
Total	535141.000	120			
Corrected					
Total	20703.925	119			

a. R Squared = .317 (Adjusted R Squared = .294)

Table 6 above reveals that significance for two tailed test under gender (0.947) is greater than the level of significance (0.05) that is P 0. This means that the null hypothesis which states that there is no significant difference in the mean achievement scores of male and female students in CRS is accepted. This means that gender is not significant on students' achievement in CRS and that role-play instructional strategy is gender friendly.

Research question 4: What is the mean interest scores of male and female students taught CRS using lecture method and those taught using lecture method?

Table 7: Mean and Standard Deviation interest scores of male and female students taught CRS using role-play and those taught using lecture methods.

Method	Pre-interest score			Post-interest score		
	Gender	N	Mean	SD	Mean	SD
experimental						
group	male	31	3.19	0.31	3.32	0.29
	female	39	3.26	0.32	3.29	0.31
	Total	70	3.23	0.32	3.31	0.29
Control						
group	male	17	3.09	0.34	2.91	0.16
	female	33	3.09	0.36	2.75	0.32
	Total	50	3.09	0.35	2.81	0.29

Table 7 shows that pre-interest mean and standard deviation scores of male students in experimental group are 3.19 and 0.31 and that of female in the same group are 3.26 and 0.32. For male in the control group pre-interest mean and standard deviation scores are 3.09 and 0.34 and that of female are 3.09 and 0.35. It could be seen that male and females students in the entire group exist almost in the same interest baseline before instructional treatment. Also, the postinterest mean and standard deviation scores show that male students in experimental group had 3.32 and 0.29, whereas female students had 3.29 and 0.31; male students in the control group mean and standard deviation scores are 2.91 and 0.16, while that of female students are 2.75 and 0.32. It shows from the result above that after the instructional treatment, male students in experimental group had almost the same interest mean score with that of female students.

Hypothesis four: There is no significant difference in the mean interest scores of male and female students in CRS.

Table 8: Analysis of Covariance (ANCOVA) of students mean interest by method and gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
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Corrected Model	7.926a	4	1.981	24.024	.000
Intercept	8.363	1	8.363	101.406	.000
Pre-interest	.340	1	.340	4.124	.045
Method	5.445	1	5.445	66.025	.000
Gender	.237	1	.237	2.874	.093
method * gender	.097	1	.097	1.172	.281
Error	9.485 115 .082				
Total	1169.543	120			
Corrected Total	17.410	119			

a. R Squared = .455 (Adjusted R Squared = .436)

Table 8 above reveals that significance for two tailed test under gender (0.093) is greater than the level of significance (0.05) that is P 0. This means that the null hypothesis which states that there is no significant difference in the mean interest scores of male and female students in CRS is upheld. This means that gender is not significant on students' interest in CRS and that role-play instructional strategy is gender friendly.

Research question 5: What is the interaction effect of role-play method and gender on students mean achievement scores in CRS?

Table 5 shows that pretest mean and standard deviation scores of male students in experimental group are 31.58 and 10.45 and that of female in the same group are 30.67 and 5.26. For male in the control group pretest mean and standard deviation scores are 29.53 and 10.79 and that of female are 31.24 and 9.26. It could be seen that male and females students in the entire group exist almost in the same achievement baseline before instructional treatment. Also, the posttest mean and standard deviation scores show that male students in experimental group had 73.68 and 11.61, whereas female students had 69.44 and 12.01; male students in the control group mean and standard deviation scores are 54.42 and 11.06, while that of female students are 58.79 and 9.63. The implications of the result are that mean differences exist between female students

in experimental and control groups and same exist between male students in both groups. This indicates that there is interaction effect between gender and instructional treatment; showing that role-play and gender together brings about academic achievement. This finding shall be made clear when the supporting hypothesis is tested as below.

Hypothesis five: The interaction effect of role-play method and gender on student mean achievement scores in CRS is not statistically significant.

From Table 6 it could be observed that significance for two tailed test under method gender (0.035) is less than the level of significance (0.05) that is $P > 0$. Hence, the researcher therefore failed to accept the null hypothesis which states that the interaction effect of role-play method and gender on student mean achievement scores in CRS is not statistically significant. This means that alternative hypothesis was upheld. Meaning that there is a significant interaction effect of role-play method and gender on student mean achievement scores in CRS.

Research question 6: What is the interaction effect of role-play method and gender on students mean interest scores in CRS?

From Table 7 above, interest mean differences exist between female students in experimental and control groups and same exist between male students in both groups. However, the differences are not significant. This indicates that there is no interaction effect between gender and instructional treatment; showing that role-play and gender together cannot bring about meaningful academic achievement. This finding shall be made clear when the supporting hypothesis is tested as below.

Hypothesis six: The interaction effect of role-play method and gender on student mean interest scores in CRS is not statistically significant.

From Table 6 it could be observed that significance for two tailed test under method gender (0.281) is greater than the level of significance (0.05) that is $P > 0$. Hence, the researcher therefore failed to reject the null hypothesis which state that the interaction

effect of role-play method and gender on students' mean interest scores in CRS is not statistically significant. This means that method and gender together cannot bring about significant interest improvement when considered together during teaching and learning.

Summary of the Findings

The following findings were found from the results of the study:

1. there is a significant difference in the mean achievement scores of students taught CRS using role-play method and those taught lecture method in favour of group taught CRS using role-play method.
2. there is a significant difference in the mean interest scores of students taught CRS using role-play method and lecture method in favour group taught CRS using role-play method.
3. gender is not significant on students achievement in CRS and that role-play instructional strategy is gender friendly.
4. gender is not significant on students' interest in CRS;
5. there is no significant interaction effect between gender and instructional treatment with respect to students achievement;
6. there is significant interaction effect between gender and instructional treatment with respect to students interest.

Discussion of Findings

The finding of the study revealed that there is a significant difference in the mean achievement scores of students taught CRS using role play method and those lecture method in favour of group taught CRS using role play method. This also indicates that the method for presenting CRS contents to be learnt has a lot to do with students' achievement in CRS in secondary schools. The higher the achievement of students taught with CRS may be

as a result of many factors. One of such factors according to Otagburuagu (2002) is making learning an active process, where the learner is totally immersed in learning activities which interests and appeals to him. During the lessons, many students feel the

relaxations and creations are elicited. Students therefore approach the new words to be learnt with a spirit of inquiry, competition and interest instead of simple memorization of the words. This finding is consistent with the findings of Umoh (2000) and Ajibade and Ndububa (2008) whose separate studies found that methods of teaching that appeals to activities improve students' achievement in various subject in secondary schools.

The finding of research question 2 revealed that there is a significant difference in the mean interest score of students' taught CRS using role-play method and lecture method in favour of group taught CRS using role play method. The finding is also in agreement to the finding of Ugbo (2003) who found that students develop their interest in learning a particular subject due to the effectiveness of teaching method adopted by the teacher in teaching his/ her subject. He added that those who developed interest in school work achieve higher than those that do not developed interest in school work. This means that for students to develop interest in CRS, teachers should use role-play method in his/her teaching and learning process.

The finding of research question 3 revealed that gender is not significant on students' achievement in CRS and that role-play instructional strategy is gender friendly. This finding was also supported by the research finding of Ugbo (2003) who found that gender has no significant influence on secondary school students' interest in school work. This finding shows that male and female have the equal educational opportunity but the strategies or methods adopted by the teacher could affect students' interest in CRS in secondary schools. However, the finding was not in agreement with the findings of Asogwa and Echemazu (2011) who found that gender is significant factors that determine students' academic achievement in schools.

The finding of research question 4 revealed that gender of students is not a significant factor on students' interest in CRS. This finding was also confirmed with the result of null hypothesis 4 which revealed that gender is not a significant on students' interest in CRS and that role-play instructional method is gender friendly. This means that

teachers should improve the interest of students in CRS through role-play method of teaching while equal opportunities should be giving to both male and female students in CRS learning activities. This finding agreed with the finding of Petal (1997) who found that gender of students is not a significant factor on students' interest and achievement in school work. To him, interest of students on school subject is promoted by effective teaching methods. Thus role play method could be utilized by teachers of CRS to promote students interest in secondary schools in Nigeria. This is because interest is internal and it appeals to emotions and feelings which motivate students' response to learning at any point in time.

The finding of research question 5 equally revealed that there is no interaction effect between gender and instructional treatment with respect to students' achievement. This finding was confirmed by the result of hypothesis 5 which stated that there is no interaction effects of role play method and gender on students mean achievement scores in CRS in secondary schools. However, this finding was not in consonance with the finding of Chukwu (2009) who found that there was a significant interaction effect of instruction treatment on gender. The differences in finding could be as a result of methods used by the researchers in data collection and analysis. Thus different method should be used by the teachers when teaching different contents promote students achievement in CRS in secondary schools.

The finding of research question 6 finally revealed that there is significant interaction effect between gender and instructional treatment with respect to students' interest in CRS. This finding was not in agreement with the finding of Onah and Ugwu (2010) who found in their study that students' interest had no significant effect on students' academic performance in schools. This finding equally does not confirmed by the result of hypothesis 6 which revealed that the interaction effect of role-play method and gender on students' interest is not statistically significant. This means that method and gender together cannot promote students learning in CRS in secondary schools but also affected by other factors. Ugwu (2005) opines that apart from teaching method and students' gender, that there are other factors like good environment, sitting

arrangement, ventilation, and teachers' personality among others which promote the interest of students in learning in schools. Therefore, teachers should consider these factors in order to promote students' interest and achievement in school work.

Conclusion

Role-play method was found to be more effective than lecture method on students' achievement and interest in CRS in senior secondary schools. The mean achievement score of students taught with role-play method was found to be significantly higher than those taught with the lecture method of teaching CRS. Furthermore, the students taught with role-play method were found to be interested than students taught with the lecture method irrespective of gender differences. Teaching method has a significant effect on students' achievement and interest in CRS. One can therefore conclude that understanding in Christian Religious Studies and students' interest can be enhanced by incorporated role-play method into the teaching and learning of CRS in senior secondary schools in Ebonyi Central Education Zone of Ebonyi State.

Implication of the Findings

The study has educational implications to teachers, curriculum planners, educational administrators and the government agencies: -

1. the teachers could, through this study strive to adopt proper teaching methods that appeals to students' senses which promote their achievement and interest in school work. They should equally understand that even though interest is innate, the students still need activities that promote their interest in school work and achievement.
2. The study emphasized on the important of good teaching method in teaching CRS, it is therefore implies that curriculum planners through this finding proposed in the curriculum the method and activities that could promote students interest and achievement in CRS in secondary schools in Nigeria.

3. The study shows that gender of students does not account for students' interest and achievement in CRS in secondary schools. The implication is that equal opportunities should be given to males and females in terms of assigning roles to students to play by the teachers in the classroom.

4. The study equally shows that using role-play as an activity method of teaching is difficult and requires much experience. The implication therefore is that government agencies through educational administrators should employ qualified teachers who can use role-play method effectively in teaching and learning of CRS in senior secondary schools.

Recommendations

In line with the findings of the study, the following recommendations were made by the researcher:

As the use of role-play method of CRS teaching has been found to be effective in promoting achievement and interest of students in CRS and since research evidence has shown that it is rarely used by the teachers in classes, students should be exposed to the use of role-play in learning of CRS in schools.

Government agencies and professional bodies whose responsibility is to design and revise curriculum for secondary schools should incorporate and emphasize the use of role-play method in teaching of CRS in secondary schools.

Teachers of CRS should endeavour to note that gender does not account for students' interest rather the method used by teachers in teaching a particular subject. Therefore they should often change their method of teaching in order to promote students' interest in CRS and achievement in secondary schools in Nigeria.

Limitations of the Study

The purpose of the study for which it was set has been accomplished. However, the study was not without limitations. These include:

1. The scope of the study is limited to senior secondary schools in Ikwo L.G.A. The study did not cover all the schools in the Local government of the study.
2. The study was focused on government owned co-educational senior secondary schools in Ikwo L.G.A. The inclusion of private schools in the area could influence the findings.
3. There could have been some errors of experiment. The extent it occurred may have also influenced the findings of the study.

Suggestions for further Studies

The following suggestions for further studies were made based on the findings and limitations of the study:

1. The researcher suggests that the study should be replicated in other L.G.A especially from other educational zones of the state.
2. The researcher also suggest that another study of this nature should be carried in private schools in Ikwo L.G.A. to compare findings for decision support system necessary for the development teaching and learning theories in CRS in education system in Nigeria.

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