

**TWO STORYTELLING STRATEGIES AND PRIMARY SCHOOL PUPILS'
LEARNING OUTCOMES IN CHRISTIAN RELIGIOUS STUDIES (CRS) IN
LAGOS STATE, NIGERIA**

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ABSTRACT

Christian Religious Studies (CRS) is purposely included in the Nigerian primary school curriculum to expose pupils to moral instructions capable of developing positive values and attitudes. However, there is a prevalence of social vices, immoral and anti-social behaviours among pupils in Lagos State. This calls to question the effectiveness of the teaching methods. Previous studies showed that CRS teachers use different methods like simulation and games, dramatisation, interactive videos but less attention has been paid to digital storytelling methods. This study, therefore, was designed to determine the effects of Teacher-led Digital Storytelling Strategy.

(TLDSS) and Pupil-led Digital Storytelling Strategy (PLDSS) on primary school pupils' value acquisition, achievement in and attitude to CRS in Lagos State, Nigeria. The moderating effects of computer literacy skills and gender were also examined. Piagetian Cognitive Theory served as the anchor, while the pretest-posttest control group quasi experimental design of $3 \times 3 \times 2$ factorial matrix was adopted. Three Local Educational Areas (LEAs) in Lagos State were randomly selected, while three public schools with available qualified CRS teachers were purposively selected from each LEA. Nine intact classes with 450 pupils were randomly assigned to TLDSS (147), PLDSS (149) and control (154) groups. Treatment lasted 11 weeks. Instruments used were Pupil Value Acquisition ($r=0.79$), Pupil Attitude to CRS ($\alpha=0.87$), and Pupil Computer Literacy ($\alpha=0.74$) scales, CRS Achievement Test ($r=0.82$), and instructional guides. Data were subjected to Analysis of Covariance and Bonferroni post-hoc test at 0.05 level of significance.

About half of the participants were boys (50.8%), 49.2 % were girls while 47.5% had medium computer literacy skill. Treatment had a significant main effect on pupils' value acquisition in CRS ($F_{(2;431)}=65.02$; partial $\eta^2=0.23$). Pupils exposed to TLDSS had the highest post value acquisition mean score (53.86), followed by PLDSS (52.55) and control (35.86) groups. There was a significant main effect of treatment on pupils' achievement in CRS ($F_{(2;431)}=15.16$; partial $\eta^2=0.07$). Pupils in PLDSS had the highest post achievement mean score (25.80), followed by TLDSS (25.22) and control (23.84) group. Also, treatment had a significant main effect on pupils' attitude to CRS ($F_{(2;431)}=505.33$; partial $\eta^2=0.70$). Pupils in TLDSS had the highest attitude mean score (25.64), followed by PLDSS (25.61) and control (17.11) group. Gender had a significant main effect on pupils' attitude to CRS ($F_{(2;431)}=6.46$; partial $\eta^2=0.02$) but none on value acquisition and achievement in CRS. The boys scored higher (23.10) than the girls (22.47). Computer literacy had no significant main effect on pupils' value acquisition, achievement and attitude to CRS. There is a significant two-way interaction effect of treatment and computer literacy on pupils' value acquisition in CRS ($F_{(2;431)}=3.39$; partial $\eta^2=0.03$) and attitude ($F_{(4;431)}=$ partial $\eta^2=0.03$) but not on achievement, while the other two-way and three-way interaction effects were not significant.

Teacher-led and Pupil-led digital storytelling strategies were effective in enhancing primary school pupil's values, attitude and achievement in Christian Religious Studies in Lagos State, Nigeria. Digital storytelling strategies should be adopted by Christian Religious Studies teachers, particularly for the girls with low computer literacy skills.

Keywords: Pupils' value acquisition in Lagos State, Achievement and attitude in Christian Religious Studies, Pupils' computer literacy skills

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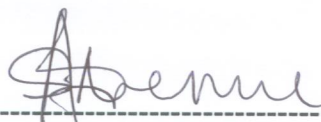
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The work is dedicated to GOD ALMIGHTY, the all sufficient one; to my late parents Rev. Joseph Bamidele Ojo and Mrs Mary Olajumoke Ojo, for the moral upbringing and sound education given to me and to my late husband- Engr. Akintunde Aremu and my children- Israel Oluwaseminire, Emmanuel Oluwafolakunmi and Esther Oluwafolabomi for their endurance and encouragement.

CERTIFICATION


I certify that this research work was carried out by Victoria Iyabo AREMU in the Department of Science and Technology Education, Faculty of Education, University of Ibadan, Ibadan.

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LIST OF ABBREVIATION

ANCOVA	Analysis of Covariance
CRS	Christian Religious Studies
CS	Conventional Strategy
DSTS	Digital Storytelling Strategy
FRN	Federal Republic of Nigeria
ICT	Information Communication Technology
JSCE	Junior Secondary School Certificate Examination
NPE	National Policy on Education
PACQ	Pupil's Attitude to Christian Religious Studies Questionnaire
PAT	Pupil's Achievement Test
PCLLQ	Pupil's Computer Literacy Level Questionnaire
PLDSS	Pupil's Led Digital Storytelling Strategy
PVAQ	Pupil's Value Acquisition Questionnaire
TLDSS	Teacher Led Digital Storytelling Strategy

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The priorities designed for curriculum usage in Nigerian schools were to cater for the need and aspirations of learners. The curriculum emphasised the totality of learning experiences to be achieved in schools and pointed out expected learning outcomes of producing self-regulated learners. The enterprises in the contextual classroom should encourage students to learn from one another and together. Thus, students will be actively involved in learning tasks and express their ideas geared towards learning, so as to evolve interaction and interconnection of ideas with learning. Consequently, The National Policy on Education (FRN, 2013) sets guidelines for specifications, procedures and activities in the usage of ICT at different levels of learning in school curricula, and these influence the use of Digital Story Telling Strategy (DSTS) as necessarily a problem-solving specialized ICT-based methodology for learning in schools, which is pertinent to encouraging, coordinating and supporting pupils' classroom learning. The DSTS is a scientifically systematic methodology for reflective learning among school children, as it helps pupils to use ICT-based technology in interaction and reasoning and to evaluate information and distinguish facts from fictions.

The curriculum for Christian Religious Studies (CRS) and Moral Instruction expects schools to concentrate on their cognitive, moral, character formation and physical formation of pupils. Religious Education as a school subject is an important element towards effective laying of a valid and sound foundation for moral consciousness in pupils' in the course of undergoing developmental phases. This will allow for proper dispensation of knowledge acquisition in specific and sensitive areas of character development in pupils in the course of acquiring education. The Nigerian educational sector has a fundamental philosophy which is based on building moral consciousness. Building in children/students the right moral behaviour remains a major factor in the achievement of national goals. This is essentially predominant especially at the primary

school level where learners' character is still at the formative stage. Therefore, religion remains a tool that is fortified to produce sound individuals with developed character formation which is targeted towards preservation of human values starting from the classroom.

Religious education exposes learners to other existing religions, values, beliefs, traditions while exploring their own belief system using a wider scope. It allows learners to reflect on situations, consider, analyse, interpret and also re-evaluate issues pertaining to truth, faith, ethics and to communicate their responses (Barnes, 2001). One of the multi-disciplinary subjects today in Nigerian school system is Religious Education because its principles centre on the study of behaviours, secular study of religious beliefs and institutions. It is often seen as an object of scrupulous care which promotes conscientious devotion (Lawal, 2002). Religious Education remains a fortified tool that describes, interprets, compares and explains religion, while also emphasizing a systematic, historically-based and cross-cultural perspectives of entities (Ilechukwu, 2014). Religious education understudy human behaviours and beliefs from outside any particular standpoint while theology is primarily designed to teach and expose learners to the existence of God almighty. Religious Education just like other multi-disciplinary subjects makes inferences from other related subjects like Sociology, Psychology, Anthropology, Philosophy, and History of Religion (Bowen, 2010).

Nigerian Educational Research and Development Council (NERDC, 2013) developed the national Christian religious curriculum and stated that CRS remains a subject that is aimed at instilling moral and righteous living in the society. The Federal Ministry of Education (FME, 2013) reviewed the curriculum of CRS and stated that building human values, moral and attitudes remains its priority. As a result of that review, the major objectives of CRS are highlighted to include:

- i. inculcating in the learner the respect and knowledge of God and respect for humanity and society;
- ii. developing in the learner strong personality and character formation, and deep sense of responsibility to fellow man;
- iii. sensitising in the learner respect for the rights and privileges of others;

- iv. Moulding and developing in the life of learners' good attitudes and values like humility, love, justice and forgiveness, obedience, faith, fair play that will guide human interaction and co-existence;
- v. preparing the learner for useful living by helping him/ her to improve his/ her moral values and attitudes to God and fellow man; and
- vi. inculcating in the learner the understanding of the basic teachings of Jesus and to apply them in his/ her daily life and work.

From the objectives above, CRS is meant to develop the learners by exposing them to knowledge and values, helping them to have respect for authorities whether spiritual or temporal, and equipping the learner with the appropriate attitude and moral values required for co-existence with others in any given human environment. This implies that Christian attitude drawn from the teachings and life of Jesus as contained in the Bible is detailed enough to deal with the moral formation of a growing child. This is the reason Eluu (2009) is of the belief that having less knowledge on Religious Studies would lead Nigeria to encounter incessant conflicts like social unrest, religious crisis, insurgencies, increase in criminal activities among others, because the study of religious studies helps regulate human actions and activities, thereby promoting communal co-existence.

Adebowale and Oluwole (2006) posit that education and moral values are inseparable because the aims and objectives of religion and moral education in the broader educational philosophy have knit these together. This informs the belief of Roosevelt (1919) that “educating a group of people in mind and not in morals is assumed to educating a tamed problem yet to be fully manifested in the society”. He, therefore, advises that schools must teach moral education to mould young adults for adulthood while being responsive and show exhibition of a decent citizen. Western Education was introduced in Nigeria by the Christian missionaries and since its introduction; religion has become the bedrock of moral education (Obemeata, 2012). He claims that, education is not just the learning of secular subjects and passing them in examinations and acquiring certificates but a means of preparing the individual for life, perfecting the society and leading the individual to God, which is the ultimate purpose for existence. Religious education remains a core subject as it plays significant role in the life of a child which

and at the long-run affects our national development. Ajere (2006) and Falade (2010) argue that moral laxity in Nigerian schools is caused by the non-provision of religious and moral education in the school system. To curtail the non-adherence to morality in the society to a sizable level, a vital constituent of an effective moral learning experience needs to be developed for schools.

Adedeji (2003) and Obemeata (2012) identify religious education as a means to eradicate cultism that is presently ravaging Nigerian schools. Thus, to a great extent, the panacea for moral crises, corruption and crime in Nigeria is the inclusion of CRS in the primary schools' curriculum. Therefore, the study of the subject, is the way to build pupils to know about God and to instill in them the ideal or moral way of living as introduced by Jesus. This is in tandem with stated objectives to produce responsible citizens, with laudable values and selfless behaviour to God and to man, whose roles and attitudes are worthy of emulation. This explains why CRS is taught in the nursery and primary schools to impart acceptable moral values into pupils and thereby strengthen community capabilities and Pupils ability to live with the challenges accompanying life tasks.

CRS inculcates values and virtues in learners to modify their behaviour and reshape their minds. The submission of Ilori (2001) on religion as the basis for moral foundation of every society, and the thought of Goff (2008) explains how moral education imparts or delivers the teaching of Christian beliefs and doctrines to promote moral values in children. The moral knowledge involved is not limited to teaching, learning and other processes of inculcating values, rules, principles, habits and attitudes, but is also helpful in supporting educational development.

Currently, the National Policy on Education (FRN, 2013) includes CRS in primary school curriculum to inculcate spiritual and moral values in Nigerian children. Since the beginning of the 21st century, it has remained a core subject taught at both levels of education (i.e primary and junior secondary schools) in Lagos State. Although, the incessant change in educational policy affects the teaching of religious and moral education as CRS which used to be a mandatory and compulsory subject of interest is today designated as being an elective subject. This development has reduced the attention paid to the objectives of CRS and students' interest in the subject (Adegbile, 2010).

However, the aim of developing Nigerian children into becoming responsive and effective citizens would be possible when preference is given to CRS in the school curriculum.

The Nigerian National Policy on Education described the objectives for teaching CRS in primary schools to include the teaching of morals (FRN, 2013). The learning of morals in schools would make school children not to misunderstand the nature and circumstances of their own existence, engage in moral decadence, drug addiction, sexual and other vices associated with moral laxities. Abba (2015) and Essen (2015) expressed that the continuous increase in various degrees of delinquency, greed, indecent dressing, fracas and feud among children was due to ineffective moral education in schools and homes. Biam (2009) further informed that the teaching and learning of moral instructions in school would save the present and future generations of children from problems associated with immoralities. He thus suggests that ‘character and moral education’ were holistic approaches in the solution to the challenges of moral decadence in societies. Students should be made to learn socially acceptable values and virtues at the early stage of their educational life. The Holy Bible also pointed to the need for teaching children with appropriate morals, so as to make them grow and become responsible people (Proverbs 22: 6). Individuals do not live out the virtues they are ignorant of. Virtues have to be taught, cultivated and nurtured in people to enable them demonstrate corresponding virtuous acts.

CRS was categorised in the Nigerian National Policy on Education (FRN, 2013) as a programme of study in religion and national values, and that was expressed in the primary school curriculum. Further, the curriculum listed the goals for teaching CRS in primary schools to include making the children to develop acceptable social and moral norms and values (FRN, 2013). The National Policy on Education further intensified that the moral and value development in Nigerian children would include:

- a. Developing the morality and patriotisms of children; and
- b. Inculcating national consciousness, values and national unity into children (FRN, 2013)

The learning of CRS is an aspect in school programme, which inculcates, the elements of education, intellectual theories and practices of the holiness in Christianity as

contained in the Holy Bible. Basically, primary school pupils use the knowledge of CRS to understand the universe, and the relationships among Christians and God. CRS aim at moulding and developing Christian values and attitudes in learners. These attributes inculcated obedience to constituted authority, respect for life, responsible individual, selfless services to God and humanity, which would provide the learner with moral and spiritual transformation (Ali and Akubue in John (2009). Effective teaching and learning techniques would provide opportunities for achieving CRS values.

The impact of the subject on Lagos State schools to achieve the goal of inculcating positive societal values in pupils seems not to have been achieved. This can be seen from the various reports of crime and corruption in Nigerian newspapers. Oyeleye and Lawal in *The Nation Newspaper* (2012) report cases of indecent dressing among teenagers and youths which lead to sexual harassment. Also, Zakka-Bako (2014) in *Daily Independent Newspaper*, while tracing the development of incidence of youth violence, reports cases of rape, fighting, vandalism and cultism in primary schools. Likewise, Ebong (2015) in *Champion Newspaper* believes that morality and discipline have been thrown overboard as examination malpractices, gambling, looting and other vices are said to be found among youths. Mohammed (2005) explained that hard work, honesty, respect for law and order, truthfulness, integrity, obedience, trustworthiness and faithfulness, love for one another, were positive and right values embedded in CRS. He further reiterated that these values were fast becoming elusive, archaic and unpopular in the school. These suggest that Nigerian youth lack proper moral education right from infancy.

Furthermore, according to Omede and Odiba (2010), issues of moral decadence are being incessantly recorded by schools and authorities. They explain that this is due to the fact that good moral values are not exhibited by majority of the learners at all levels of learning in Nigerian schools. In the same vein, they claim the subject through which these morals are being taught, that is, CRS seems not to be popular with pupils. Callahan (2004) has pointed out that people are aware of the cultural/moral crises and feel there is a need to promote ethical/moral development, especially in the classroom. However, changing the values of people or developing positive societal values does not necessarily happen through lectures or speech.

Haralambos (2000) defines value 'as a belief that something is good and desirable' and also it is a standard of behaviour in the society. The desirable and important behaviour of a society is dependent upon the value held by the people. Value acquisition in school-based learning involves transfer of standard and acceptable societal behaviour among learners. In this context, the focus is on acquisition of values in CRS concepts, which meet the needs and aspiration of learners. This research among other things, will investigate strategies that will impact positive values on learners. The values in focus will be: Being peaceful (not being disturbed or troubled by any man or forces), Determination and focus (making one's mind up in achieving, setting goals and stick to it), Self-discipline (ability to say no when you are being lured to do something bad), Moderation (not going to extreme or being in excessive state) and Hard work (to put one's effort in whatever one is doing).

One of the proposed strategies to inculcating the values enumerated above is the digital storytelling strategy. Such values cannot be effectively taught with verbal or lecture method because lecture method is teacher centered. It appeals to sense of hearing alone. It cannot make learners to be accurate in the classroom.

Harkness and Super (2010) support this with the argument that the education of young children is presumed to hold cultural and moral values that guide their actions. In addition, they reported that academic performance in CRS is low and thus requires the attention of all stakeholders in Nigerian education. They found out that age, gender, academic ability and competence in use of English language for teaching and learning of CRS in schools were responsible for the students' low achievements in CRS. Combining all the mentioned factors would account for 6.7% of the differences in students' performance in CRS. Thus, 93.7% of variability in students' performance in the JSCE resides in other factors apart from age, gender, academic ability and competence in use of English language for teaching and learning of CRS in schools.

Scholars such as Lawal (2010) and Kasomo (2011) identify factors militating against primary school pupils' performance in CRS to include attitudes of learners towards the study of CRS; poor method of teaching, students' academic ability, teachers' classroom practices, gender issues, and teachers' and pupils' competence in use of computers. As claimed by Lawal (2010), the methodologies in the CRS classroom

influence students' ability and development. A study on CRS teaching methodologies shows that interactive methods in Religious Studies help in developing both the academic understanding and moral values in children (Okunade, 2003).

Cheben (2002) and Lawal (2010) discover that pupils do not perform well in CRS when teaching approaches were not interactive. In interactive learning, students' participation was activity based; thus, students were encouraged to be responsible for their learning (Deo, 2016). Likewise, Adeyeye (2008) attributed the recurring poor achievements in CRS to ineffective teaching and learning techniques adopted by the teachers of CRS. Contemporarily, there were new ways into effective teaching and learning, which were evolved through digital tools that were derived from Information Technologies (ITs) and e-learning. These new ways were interactive in nature and provided opportunities for teachers and students to participate effectively in the teaching and learning process (Kumar & Lightner, 2007).

The justification for including CRS in school curriculum is to produce learning outcomes with right values, that is, with acceptable morals and behaviours in the Nigerian child. In other words, it is to build up the moral character of an individual by inculcating in him/her Christian Religious values rather than mere precepts. Researchers pointed to the rewarding benefits of interactive learning to include lifelong memory of learning activities and in achieving desired learning outcomes by exploiting the opportunities in education (Kutbiddinova, Eromasova and Romanova, 2016). However, with the current CRS teaching and learning in Lagos State schools, those desired outcomes did not manifest in pupils' behaviours judging from the spate of observable immorality in schools and the society. This implies that many pupils do not manifest the positive values that depict the knowledge which CRS is meant to inculcate. (Njoku and Njoku, 2014).

The cognitive achievement of learning in CRS is as important as the affective aspects of the learning process, while the students' positive achievements of learning outcomes were described in the curriculum as the most important aspect of the learning. Njoku and Njoku (2015) emphasised that time allotted for lessons and age of learners were important factors for choosing effective teaching and learning strategies. This was in considerations for both the cognitive and affective aspects of learning during lessons.

In selecting appropriate teaching and learning techniques, teachers should think of strategies that would nurture the learners' sense of well-being so as to involve into the ethical behaviours of the students desired values, attitudes and skills will manifest in their ethical behaviour.

Asogwa and Echemazu (2011) opined that most teachers depend on lecture technique due to their encounters. This is on the grounds that the greater part of them respect the manner in which they were instructed in their very own days as the most ideal approach to educate now. Abdulkamid (2010) upheld by Asogwa and Echemazu (2011) are of the feeling that teachers are required to teach the most important, significant and helpful materials. They should likewise perceive and embrace a decent and well-investigated technique for encouraging that ensures better understanding and furthermore animates and rouses students' presentation. The teaching of CRS should involve strategies that think about the pupils' advantage. The National Policy on Education (FRN, 2013) recommends the utilization of interactive and participatory way to teach all subjects, including CRS in primary and junior secondary schools. As indicated by Olaleye, Oni and Olatunji (2014), teaching methodology is one of the most significant factors relevant to academic performance. Interactive and activity-based approaches make learners happy, and set them up to learn effortlessly while good teaching methods, techniques, or strategies help teachers achieve learning objectives.

Notwithstanding the significance of CRS to individuals and the nation in impacting virtues and behavioural change, there is a shift in the study and interest of students in CRS in school system. This thus leads to poor enlistment in CRS. Gbenda (2004) stresses that learners enlistment wanes because of wrong methods of teaching, insufficient arrangement, insufficient arrangement of instructional materials, less proficient teachers and lack of incentives among others. Njoku (2009) similarly showed that poor enlistment of learners in CRS could be credited to teachers' instructional conveyance framework and teachers' character and the deficiency of teachers of CRS which constrains school management to relegate the subject to any teacher that can peruse and decipher the Bible. These teachers are not specialists in CRS ideas; hence, they find it difficult to transfer knowledge meaningfully to the learners. On this, Obilom (2005) reveals that methods adopted by teachers in schools like inquiry/discovery, field

trip, discussions, questioning and lecture methods are teacher-centred and that they do not aid the learning of CRS. Teague (1989) advocates for innovative strategies in teaching CRS, such as, demonstration, group discussion, creative writing tasks, role play, observation, games, storytelling, stimulus variation among others. Additionally, the new Christian Religious Knowledge educational programme anticipates that the teacher should choose methods (small group, role play, problem solving, choral reading and project) for teaching to make the instruction learner-centred.

The preceding paragraphs in this background explained CRS as an important subject and that CRS was important to every student in their development of moral values and behaviour. Again, the texts indicated that the problems of learning CRS were basically about how the subject was taught in schools (Obilom, 2005; Olaleye, Oni & Olatunji, 2014). In the same vein, Khanin (2013) significantly expressed the need for teachers to imbibe new methods that were activity oriented and interactive in nature to circumvent the bottlenecks of learning and to achieve classrooms processes that were learner-centred. The method of teaching CRS is worrisome because of the relative importance of the subject to academic success and moral development. If this trend continues, the country might be eroded of its moral values and cultures. According to an investigation conducted on the attitude of most students towards CRS, most students choose it not because they are interested in it, but to complete the number of subjects required in the Senior School Certificate Examination, while some claim they offer it because they are Christians (Lawal, 2010).

In an attempt to find solutions to the poor performance of students in CRS, Ajidagba (2009), Asogwa and Echemazu (2011) and Ekeh and Njoku (2013) examined the way teachers of CRS carry out their teaching and discussed the poor methods of teaching CRS (the conventional and didactic method) which make pupils to memorise Bible passages. The conventional method is criticised to be a one way/method of communication, which does not involve significant audience participation. CRS could be effectively taught in primary schools with the use of stories. Stories will provide entertainment and convey pieces of information that educate receivers on moral issues and values that endure and benefit generations of different societies. The two holy books - the Quran and the Bible contain stories that guide, counsel, teach and develop readers

on spiritual, physical and emotional circumstances in which human beings could find themselves.

Storytelling and books are used in disseminating or transferring history. Storytelling is traditional and predates the ancient Greek period of developing the art of writing on slates around 70 B.C. The use of stories in education is natural as it cuts across races, nations, religions and beliefs. History reveals that storytelling is usually used to disseminate values, wisdom and understanding (Lawani, 2014). The power inherent in stories is recognised for centuries. Prior to the advent of formal education, stories were used as natural mode of thinking, education and decision making. There are family histories and many fairy tales, so much so that researchers inform that all knowledge comes from stories (Scharck and Abelson, 2000; Normann, 2011).

The use of storytelling by CRS teachers in classroom situations is discovered to be of great impact on child development. It has been discovered that when children listen to story-telling, they tend to develop an enriched imagination and stimulation to be curious for more contents. Engaging children in story-telling increases listening skills and ability to self-express themselves while also being exposed to cultural values and norms expected of them within their immediate environment. Fairy tales teach children and aid in bridging the gaps between them and real world order. These tales and stories associated with cultures of other societies teach pupils on how to live with the unique characters and dynamics often associated with other societies. Scholars assert that stories often take the form of narratives, as not all narratives are necessarily stories per se, as narratives can sometimes be a bit plot-based or more of information-centred accounts which gives the context, concrete meaning and relevance to the pupils. It seems that the use of storytelling in the schools is still teacher-centred; there is usually no interaction and no activity to engage the thinking and creativity of the students, thereby, creating an enabling environment for connecting the development of moral values.

According to Akanbi (2007), children can broadly learn in two concrete ways such as: Oral and Visual means. Children tend to learn faster and better, feel and relate to teaching when these concrete means of oral and visual means are linked to teaching. Also, according to Sofowora (2002), not all technologies available for teaching are technically suitable for rapt teaching in classroom. Sofowora (2002), was also of the view

that there is the need to expose practicing teachers to the art and craft of designs, selection, production and appropriate use of these materials in the course of teaching. This is why new modalities of presenting storytelling should be investigated. Therefore, in this research, it is being proposed that a methodology that would be interactive and would have the capacity to interest pupils as well as develop in them the positive moral values should be explored.

In the digital world of today, the activities of humans are relatively more defined and complex. Stories are presented in visuals, images, while some are carved in woods, others in ivory and stones, presented in canvass and most times now stored electronically as digital images. Our curriculum concepts are gradually being transformed into fictions, stories and supported with high level technologies through the use of multimedia tools with built-in learning medium of auditory, visuals and platforms. Through the use of such tools, it makes a story more real, comprehensive and internalised thereby, adding value and content to the teaching. In other words, this act of delivering the content to a heterogeneous group is called digital story-telling.

The modern expression of the ancient art of story-telling is called Digital Story-telling (Hofer and Swan, 2006). The term Digital stories, as derived from computer technologies, uses both voice and narrative together as a result giving a deeper dimensions and vivid coloration to characters, experiences, insights and situations. This Digital story-telling is widely used in virtually across all disciplines ranging from education to entertainment, and the definitions and descriptions vary widely. Some researchers (Meadows, 2003; Robin, 2009) define the term as an act of creating short stories and piece which enhances both learner's information gathering and problem-solving skills, and also facilitates their ability to work as a collaborative team. This phenomenon is a narrative often told in digital format, and that which shares point of view, after the tellers' viewpoints, a personalised multimedia tale told from the heart and the act of using computer-based gadgets to present stories (Lowenthal and Dunlap, 2010; University of Houston, 2012).

Robin and McNeil, (2012) are of the view that digital story-telling has gained popularity over the last two decades and is widely used across the world. Meadows accepts that the utilization of digital story-telling around the world has been made

possible by the moderately minimal effort of computerized gadgets, the simplicity of figuring out how to make computerized stories, and the accessibility of numerous locales on the web where stories might be shown and shared. Robin (2008) classifies digital story-telling into three categories — personal narratives, stories that examine historical events, and stories that are primarily used to inform or instruct. Likewise, traditional storytelling digital stories focus on a specific topic.

Storytelling technologies have evolved in different formats, such as, visual storytelling (utilizing pictures and content to make visual stories) and digital story-telling (Rifa-Valls, 2011; Robin, 2009). The prevalent form of storytelling in the digital era entails using computer-based tools to tell stories (Robin, 2013). In contrast to using technology as a tutor or practice partner, digital storytelling utilises technology as a means for students to demonstrate their understanding and empower learners' authentic academic engagements. Digital storytelling is in different modes, the teacher-led (instructor driven) mode of digital storytelling and learner-led (students' driven) digital storytelling mode. These are the modes to be examined in this study.

Teacher-led learning is currently the most well-known type of teaching learners. It is a style of guidance that is formal, controlled and despotic in nature, where the teacher coordinates how, what, and when learners realize through digital-storytelling. Teacher-led digital storytelling instruction involve think-aloud options for pupils which essentially guides the learners through digital storytelling to a desired outcome (Ericikan, Arim, Law, Domene, Gagnon and Lacroix, 2010). Teacher-led digital storytelling methodology enables teachers to guide, support and gradually prompt students as they order and build information through digital storytelling (advanced narrating). Teachers are additionally doled out obligation to every student they can viably take.

Then again, in a pupils/learners-led digital storytelling classroom, learners learn effectively and they have more prominent contribution to what they realize, how they learn it, and when they learn it. This implies learners assume liability of their own learning and are straightforwardly associated with the learning procedure. Learner-centred teaching styles centres around how learners learn rather than how teachers teach (Weimer, 2002; Wohlfarth et.al., 2008). Learner-centred method of learning is the viewpoint which spotlights on the learners' experiences, points of view, foundations,

gifts, premiums, limits and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning and achievement for all learners (McCombs and Whisler, 1997). Students need to be responsible for their learning, add to the plan of educational programme, and the responsibility for some levels of instruction.

Brown (2008) claims that student-centred learning approach gives student ownership over their learning and make them to settle on essential choices and worth decisions about the pertinence of the content and the strategies for educating their own lives and interests. The teacher assumes the job of a facilitator or guide who encourages learners to accomplish their goals. In a similar vein, Wohlfarth et.al (2008) look at the possibility that the learner-centred worldview withdraws from conventional teaching models by concentrating on learners more than teachers and learning more than teaching. The opportunities in the use of digital storytelling technologies in improving learning outcomes inform the need for a research of this nature which investigates the use of digital storytelling technologies and how it will improve learning outcomes in Christian Religious Studies (CRS) in Nigerian primary schools.

In spite of the fact that specialists (Ogunranti, 1988; Cope and Ward, 2002; Adewoyin, 2007) have recommended the utilization of technology in teaching to guarantee academic performance. Studies point to the fact that there are contrasts in the manner students react to technology. Theories from psychology and sociology suggest that gender disparity in computer competence and use exists due to sex role type (Aremu,2008). There are components related with sex contrasts among students in association with computer technology accomplishment in and outside the study hall. It is accepted that men are specialists in technology, and the societal expectation of goals for males and females differ. A bigger number of young men than young ladies experience an early, enthusiastic connection to computers, though for most young ladies, such connection is repressed. Figuring is asserted as a "male region" as they use Computers from the get-go throughout everyday life, while young ladies and ladies are inactively associated with its utilization (Margolis and Fisher, 2002). Young men seem to utilize Computers for gaming, though young ladies will in general use them for systems administration and correspondence. Also, sexual orientation inclinations in science and

innovation educational plan guidance orders have impacts on young ladies' exhibition in these orders (Margolis and Fisher, 2002; Njoku, 2006; Warschaner, 2007).

The current trend in use of computer-based technology is continuously on an overwhelming increase. The application of technology in education has subdued many pedagogical challenges confronting teachers in teaching and learning processes (Greenhow, Robelia & Hughes, 2009). The paradigm shift in classroom practices is about gradually disengaging teachers from their traditional beliefs and roles as instructional authorities, and as conveyors of knowledge, information, ideas and skills. The emphasis in this study reflects on the use of technology in CRS teaching and learning, and concentrates on the digital storytelling strategies. These are efforts in the search for learning strategies that will potentially encourage interactive learning, which will make children to become independent in decision-making. Basically, the use of technology would promote primary school pupils' use of societal acceptable values and morals as well as improving the knowledge and learning of CRS.

Computer literacy influences students' performance positively. It makes it possible for students to accommodate information, increase motivation and enable learners to make corrections. Studies have shown that learners' engagement is paramount to learning success (Herrington, 2003). Meaningful integration of technology is achieved when students are able to use computer tools to obtain information in a timely manner, analyse and synthesize the information and present them properly (Harris, 2005). This forms the basis for the inclusion of digital storytelling approaches in CRS teaching and learning.

Existing studies revealed that there was a meaningful relationship between gender and computer use, and that female teachers are more nervous and less confident about their computer skills (Mehloff, 2001; Namlu and Ceyhon, 2002). Osokoya (2006) finds that in Nigerian primary schools, girls are given less time to perform academic tasks than boys which no doubt hinders the performance of the girls. Chamber (2009) concludes in his research that gender based education can affect standardised test score for both positive and negative outcomes. These conclusions make it imperative that the issue of gender be investigated in such a study as this where technology is being deployed for content delivery.

1.2 Statement of the Problem

Christian Religion Studies (CRS) is included in primary school curriculum to expose pupils to moral instructions capable of developing positive values and attitudes. However, there is still the prevalence of social vices, immoral and anti-social behaviours that call to question the veracity of the subject and the effectiveness of the methods of teaching and learning of CRS in Lagos State. It was indicated in earlier researches and as evidently reported in the study, that when primary schools pupils were taught with non-interactive methodologies, they did not perform well. Previous studies have adopted several strategies such as simulation and games, dramatization, interactive videos among others in teaching and learning of CRS in school with a view to improving pupils' attitude, interest, participation and learning. Realizing the main objectives of teaching CRS at primary school level transcends students scoring high marks in the subject. Pupils need to properly integrate the values and knowledge learnt in CRS and this should be reflected in the way students behave in the society. Pupils can only internalize the values in CRS, if the instructional content is engaging and connected to real life situation.

No doubt, there is the need for an instructional strategy, which motivates pupils to learn and allows them pay attention to details of the content. Primary school teachers could leverage the power of digital storytelling to engage pupils in instructional content and motivate them to learn.

Expectedly, Digital storytelling combines the power of storytelling and capabilities of media to make learning connected to real life situation and thus allows pupils to internalize the values and knowledge learnt from CRS classes. Therefore, this study was carried out to determine the effects of teachers' led, pupils' led digital storytelling strategies and primary school pupils learning outcomes in CRS in Lagos State, Nigeria. Consequently, the moderating effects of computer literacy skill and gender were also examined.

1.3 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H_{O1}: There is no significant main effect of treatment on pupils'

- a. value acquisition in CRS.
- b. achievement in CRS.
- c. attitude towards CRS.

H_{O2}: There is no significant main effect of computer literacy level of pupils on

- a. value acquisition in CRS.
- b. achievement in CRS.
- c. attitude towards CRS.

H_{O3}: There is no significant main effect of gender on pupils'

- a. value acquisition in CRS.
- b. achievement in CRS.
- c. attitude towards CRS.

H_{O4}: There is no significant interaction effect of treatment and gender on pupils'

- a. value acquisition in CRS.
- b. achievement in CRS.
- c. attitude towards CRS.

H_{O5}: There is no significant interaction effect of treatment and computer literacy level of pupils on

- a. value acquisition in CRS.
- b. achievement in CRS.
- c. attitude towards CRS.

H_{O6}: There is no significant interaction effect of gender and computer literacy on pupils' a. value acquisition in CRS.

- b. achievement in CRS.
- c. attitude towards CRS.

H_{O7}: There is no significant interaction effect of treatment, gender and computer literacy level of pupils on

- a. value acquisition in CRS.
- b. achievement in CRS.

c. attitude towards CRS.

1.4 Scope of the Study

The study covers Primary Six CRS pupils selected from nine primary schools in three selected local educational areas of Lagos State, Nigeria. The study engages three levels of treatment-

Teacher-led digital storytelling strategy, Pupil-led digital storytelling strategy, and Conventional method on pupils' learning outcomes in CRS. Two moderating variables (gender and computer literacy skill) were examined while Value acquisition, Pupils' achievement and Pupils' attitude towards CRS are the dependent measures. The contents selected for the study are Paul's Conversion, Goal Setting, the Value of Hard Work, Temptation and Corruption, Moderation in the Christian life and the Love of money.

The concepts are from primary six CRS curriculum.

1.5 Significance of the Study

This is a study on the effects of teacher-led; pupils-led digital storytelling strategies on learning outcomes in CRS. The study will potentially create a research platform on pupils' learning of CRS in classrooms and will extensively reflect on developing acceptable Christian Religious morals and values among pupils in Lagos State. This study will also provide opportunities on the effectiveness of adopting digital storytelling to deliver moral lessons in primary school CRS. It will indicate whether the use of ICT facilities in CRS classroom will enhance acquisition of moral lessons against what obtains in the use of conventional storytelling strategy.

CRS teachers may benefit from the outcome of this study in that it will help them in developing the right techniques in the teaching of CRS, where emphasis is on acquiring the right/acceptable values in the society. The school administrators will be informed on the use of appropriate method that could be used for teaching CRS in school system. The society will benefit immensely from this work by having citizens who are morally upright and will consequently ensure peaceful coexistence. This study will also inform curriculum planners on the development of curriculum that involves the use of digital storytelling strategies in improving pupils' learning outcomes. It will inform future

curriculum planners on providing guidelines for teachers and pupils on the use of digital storytelling strategies. Furthermore, this study will contribute to the existing knowledge by adding to studies on ICT based teaching strategies of CRS.

1.6 Operational Definition of Terms

Learning outcomes: Learning outcomes in this study refer to the aggregate mean scores from achievement test, value acquisition tests and multiple-choice tests on attitude of the pupils.

Attitude: This refers to students' dispositions to learning CRS. Such dispositions are determined largely by their feelings, opinions and beliefs towards CRS. It also includes lack of participation in class and any other negative attitude towards CRS. The attitude is the pupils' response to the test. That is, the aggregate values derived from their responses.

Digital storytelling strategy: This is story showcased through the use of multimedia like images, sound and video. It creates a short movie typically with a strong emotional component with a view to inculcating a learning item in pupils.

Technology integration: Technology integration is the use of technology tools in general content areas in education to allow students to apply computer and technology skills to learning and problem solving.

Multimedia: Multimedia is a combination of text, audio, still images, animation, video or interactively content forms in the media.

Teacher-led strategy: This is a process in which teachers explain and guide pupils' learning in the completion of specific learning tasks that are part of the mainstream curriculum.

Pupil-led strategy: This is a style of learning that encompasses methods of teaching that shift the focus of instruction from the teacher to the pupils.

Religious values: These are ethical principles founded on religious traditions, texts and beliefs; for example, respect, esteem, and regards. It was measured by drawing questions from scenarios created to teach moral values in CRS to the pupils.

Pupils' achievement/performance: Pupils' achievement/performance is the aggregate mean score derived from their responses to the given test.

CHAPTER TWO

LITERATURE REVIEW

The literature for this study was reviewed as follow:

2.1 Theoretical Background

2.1.1 Piagetians' Cognitivism Theory

There are diverse schools of psychology. Proponents of each school of psychology proffer reasons for their preference and techniques of investigation. This study was focused on the Piagetians' Cognitivism theory. Jean Piaget propounded the Piagetian cognitive theory in the twentieth century. The theory holds forth that the process of development involved the building of cognitive structures by children. They use the structure for responding and understanding the physical experiences within their environment. Children interpret ideas and acquired new learning out of their already acquired knowledge. This brings a change in their ideas as a result of knowledge of new objects. A state of balance then sets in because of the link between the new knowledge and the old one. Cognitive theory was based on how people process and understand the content of learning materials and consequently how they act on it. This is probably why scholars see it as critical thinking. Cognitive theory was developed for learners' behavioural changes. Ultimately, cognitive theory was adopted for having better knowledge of students' learning environment. This involved what students learn and how learning affects their attitude in school environment. Cognitive theory was found to be relevant to this study, because students base their attitude and performance on their experiences and interpretation of classroom lessons.

This research was based on the assumption that digital storytelling strategy will engage learners and result in a better and meaningful learning of the CRS concepts. Digital storytelling would be an accommodating instructive apparatus that furnish connections in consolidating digital media with creative educating and learning materials. Digital storytelling supported the advancement of students' innovative aptitudes and

improved instructive outcomes. Digital storytelling approach improves students' inspiration and supports teachers in structure learning situations that energize inventive critical thinking, in light of coordinated effort and distributed correspondence. Digital storytelling engaged learners in a higher order of thinking and a deeper learning. Consequently, the teaching and learning processes were spurred to have deep reflections on learning experiences which the pupils are being exposed to and facilitate improved achievement among learners.

2.2 Conceptual review

The conceptual framework for the study was developed towards providing direction for the study. Particularly, the framework was in supporting structure for the interaction, which existed among the independent, dependent, and moderator variables of the research, thus ensuring effectiveness of treatment and computer literacy on CRS pupils, consequently for reliable results from the study.

2.2.1 The objectives of teaching CRS in primary schools

The teaching of the CRS was synonymous with the introduction of western education in Nigeria in the mid-19th century (Banjo, 2003). In attempting to discuss the concept of CRS beneficially, it is imperative, to begin by clarifying various terms with rigour and exactitude to avoid any possible new conceptions in the mind of any reader. Etymologically, the word 'Christian' was derived from Greek words 'Christianos' and Christos; which interpreted as "follower of Christ" and/or anointed one". The word would be found three times in the New testament of the Bible (Act11:28, 1 Peter 4:16). This study agreed with Isukpa (2014)'s interpretation of Christians as people learning and practicing Christianity as a religion.

The teaching and learning of CRS in Nigerian Primary schools could be dated to the first half of the nineteenth-century when the Christian missionaries established the first school in Badagry in 1842. This form of education spread to the North in the early 19th century and Christian Religious Knowledge (CRK) was taught in the schools. At the early period, proprietors of schools were the missionaries of Methodist Church, Church Missionary Society (CMS), and Roman Catholics. The missionaries institutionalised the

teaching and learning of CRS as a compulsory and important subject to be taught in Christian missionary schools. Since then, Christian Religious education has occupied a prominent position in Nigerian school curriculum till date (Onovughe, 2008).

CRS as school subject deals with the inculcating in the students' certain elements of education intellectual theory and practices of Christ as contained in the Holy Bible. CRS is a subject that is particular about Christian faith based on the Old Testament and New Testament of the Holy Bible (Baiyeri, 2010). CRS is taught at all levels of the Nigerian education system - vis primary, secondary and tertiary institutions of learning. The Nigeria National Policy on Education reiterate that instruction at all levels of Nigerian education system should be made towards inculcating moral and spiritual principle in interpersonal and human relations (FRN, 2013).

The curriculum for CRS was designed for providing the learning that makes children to understand the universe and the inter-personal relationship between man/woman and the almighty God. Ugwu (2001) opines that CRS is a type of religious studies that bases its teachings on Jesus Christ, Ali and Akubue in John (2009) observed that CRS focused on developing and fostering in the lives of the students, to the Christian attitudes and values such as respect for life, obedience to authorities, responsible, and selfless services to God and humanity. Further, researchers explained CRS as academic discipline designed for infusing moral and spiritual transformation into learners (Isukpa, 2014).

Isukpa (2014) also reiterated that CRS had always been included in the education curriculum in Nigeria. The administration of schools in the colonial era involved teaching of CRS in schools and gave the learning of CRS top priority for all primary and post primary students. The curriculum relied on the societal acceptable morals and values in the knowledge of CRS as the basis for including the subject in the school curriculum (Ugwu, 2001). Nigeria had experienced degeneration of morality and insurgencies over time, which pointed that the children did not have enough of good religious teaching in schools. CRS as one of the religious subjects taught in primary and secondary schools in Nigeria takes a central position in ensuring moral and spiritual well-being of individuals in the society (Savickas, 2003). The most important aspect of CRS learning was based on

ensuring that individual school child possesses high level of morality. The objectives of CRS at all levels of Nigeria education emphasised that Nigerian youths and children:

- Should believe in and learn more about God;
- Should accept Christ as their saviour;
- Should develop Christian attitude and moral values (such as humility, respect, love, and justice);
- Should have tolerance and peaceful co-existence (Savickas, 2003).

The national curriculum of religious studies in primary schools through Universal Basic Education programmes (UBE, 2013) and the Federal Ministry of Education recognized the need for God and to be sound citizen who will be responsive and responsible to national calling.

The teaching of morals had long been recommended for CRS teachers in secondary schools and other institutions of learning (Nwachukwu,2010). Morality is a very important concept especially in this era of moral decadence all over the world. Gotan (2005) maintains that to admit logical distinction between religion and morality does not, however, mean that they are antagonistic realms of human experience or that their objectives are mutually exclusive.

Obilon in Eluu (2009) stated that teaching CRS in Nigerian schools was aimed at educating Nigerian children for moral and intelligence, and further towards making these children good citizens of Nigeria. In CRS lessons, school children were encouraged, guided and supervised to develop right attitudes towards life, good conduct in societies, and expressing acceptable interpersonal relationships in communities where they live. Principally, CRS as a school discipline was instituted for the children to believe and trust God, praying to GOD for all needs. The knowledge of CRS would make learners to have abilities for decision making and developing initiatives that help in solving and resolving the day-to-day emotional problems. CRS therefore, becomes a worthwhile school activity because of the values it has for the society. Again, Ali and Akubue in Njoku (2009) maintained that the curriculum aims of CRS is to develop and foster into the students, the Christian attitudes and values such as respect for life, obedient to authorities, responsible self, selfless services to God and humanity. They further informed that CRS is an

academic discipline that aims at providing learner with moral and spiritual transformation.

2.2.2 History and importance of storytelling

Storytelling has evolved through several cycles in the history of man. In the beginning, there were records of stories told with pictures on walls. Again, there was the period when stories were expressed orally from generation to generation. Storytelling is about sharing experiences with the use of language and gesture in colourful ways. The essence was to make sense of our world. Storytelling involved sharing of ideas and experiences with words and actions, which were useful for communication and for improving life. Stories (either as real or fiction) were told worldwide. People share their personal, inter-personal or universal experiences with stories (McDrury and Alterio, 2003). Storytelling is prevalent in all aspects of human social interaction and found to be natural method of human communication. Difficult concepts, complex ideas, or information were better narrated to people's understanding through stories (Chung, 2006).

The use of storytelling in classroom teaching and learning was significant to facilitating and improving pupils' learning experience. Mello (2001), Ibanez (2003) and Sadik (2008) explained that storytelling is a teaching methodology, which increases students' higher-order thinking, literacy skills and collaborative activities during teaching and learning process. Teacher-led

Storytelling was found to be useful to teachers in implementing students' skills in composing and writing stories. Storytelling has become a valuable educational tool for students when taught in an effective manner, because the technique potentially connects previous experiences with new knowledge, thus enhancing learning. Storytelling was discovered to provide learning motivation and self-confidence in students, through the characteristics of knowledge sharing, value sharing and wisdom sharing that the methodology possessed (Schank, 1990, Grisham, 2006; Malita and Martin, 2010)

Children attach a lot of premium to both moonlight and daytime stories. Belmonte and Verdugo (2007) explained how stories would facilitate the language acquisition process among infants, also, could be valuable to people learning new languages (thereby

making new languages meaningful and memorable to learners). Children's interests in literature and culture were increasingly achieved with stories (Niemann, 2003). Another important characteristic of storytelling in classroom teaching and learning was in the special ways of listening (Sorrell, 1999). Isbell pointed to listening to stories as instances that draw attention to sounds of language and help children develop a sensitivity to the way language works" (Isbell, 2002), as cited in Tsou, Tzeng and Wang, 2004).

Learners found story reading to be fascinating, because reading helped children in grasping the meaning of words and improving upon their use of languages. Gallets (2005) informed that story reading would impact on learners' understanding of concepts and their academic achievements. Storytelling is ancient, and is believed to possess the capabilities to strengthen and enhance skills that children need to acquire to function in today's world activities. It helped students to be active, not only in presentations, but also in focusing, listening and reacting, as well as enhancing the vital skills of communication. The trend in the new generation of children were about use of mobile communication technology wares in learning. Examples of most used new systems in communication and learning were listed by Prensky (2005) to include web surfing (used for learning), wikis (used for coordinating), blogs (used for sharing), flash (used for creating), SMS (used for instant messaging), eBay (used for buying and selling) exchanging peer-to-peer technology (used for exchanging documents), 3D worlds (used for meetings), downloads (used for collecting information), reputation systems (used for evaluating), Google (used for searching), camera phones (used for reporting)analysing (SETI), socialising chat rooms (socialising), modding (used for programming). Prensky also narrated that the new generation of children were native speakers of technology, because they were fluent in the digital language of computers, video games, and the Internet. It would be interesting to note that the children did not necessarily need to be accessible to the tools before getting immersed into the World of mobile communication technologies. They have that natural integration into developed working/thinking strategies of communication technology ware, whenever the tool is used at any point in their presence. With new versions of digital storytelling tools in education, there would be an attending rapid development in children learning and understanding of concepts with the use of the technology.

Loukia (2006) explained the importance of Digital storytelling to include the building and transferring of learning and other educational skills in learners. He emphasised further that Digital learning helped in encouraging learners' cooperative learning skills and their abilities for critical thinking. This convergence in Loukia's assertion pointed that Digital storytelling would imperatively integrate high quality technology and software that would provide quality learning of CRS. The educational tools in Digital storytelling were computer based and involved diverse information for learning in many disciplines (University of Houston, 2012). The time frames for digital stories were limited to 3-5minutes. These stories were designed by people as narratives and synthesised as music and/or other forms of audio recordings, images, texts, videos and audio-visual materials, which would capture experiences expected from learners to achieve from learning (Gubrium, 2009).

Digital stories were narratives expressed in digital form and were particularly designed for learning. The software and other applications in digital stories were made for educational purposes. The educational collections in digital stories were focused around elements of personal expression and record-keeping to movement-promoting. The applications in digital storytelling were integrated applications with multimedia devices and software. Digital storytelling involved the arts and new methodologies for achieving classroom learning with stories (Lowenthal, 2009; Haigh and Hardy, 2010; Lowenthal and Dunlap, 2010; Reitmaier, Bidwell and Marsden, 2010 and Stacey and Hardy, 2011).

Digital storytelling was described by Meadows (2003) as short, individual and multi-media stories. The applications in digital storytelling were integrated with tools and technology for facilitating learning. Hull and Nelson (2005) explained digital storytelling as forms of multimedia devices consisting of images and segments of video with background music and a voice-over narrative. Digital stories were made as combinations of scripts and multimedia devices. Digital storytelling was described by Shin and Park (2008) as a process of applying digital technology for storytelling. The digital media in digital storytelling was computer-based coupled within intra-network environment. Digital storytelling was revealed to be characteristically interactive, flexible, cooperative and universal (Park and Seo, 2009). Digital storytelling was assumed flexible because it involved the creation of a non-linear story using digital media technology (Gregori-

Signes, 2008). The applications used in digital storytelling were assumed to be Universal because when digital stories were produced, the software would be widely available and easily used by every user around the World. Interactivity refers to the participation of users in the development of the stories, using media characteristics that can be mutually exchanged. Many researchers and educators were inclined with educational applications of digital storytelling (Lee, 2005; Chung, 2006; Robin, 2008; Sadik, 2008 and Shin and Park, 2008).

Researchers had proved and agreed to the impressive effect of digital storytelling (Gakhar and Thompson, 2007 and Ballast, Stephens and Radcliffe, 2008). The digital storytelling media was observed to be important to the teaching of writing since these media have now become integral to people's daily life. Further, Robin (2007) opined that digital storytelling improves students' reading and writing skills. The various multimedia components in the virtual systems had been central to use of digital storytelling. Al-Seghayer (2001), believed that the continued increase in use of computers and the peripheral devices in education would further popularise digital storytelling technique.

Digital stories were importantly virtual, because they were expressed in computer and internet based environment. The technology-based characteristics of digital storytelling attracted people and unconsciously motivate people to write. Ultimately, digital storytelling encouraged people with phobia for operating electronic technologies into use of computer. An interesting fact was derived from the use of "Windows Movie Maker" for creating video clips in digital storytelling activity. The digital storytelling would be useful for producing edutainment learning contents. Edutainment had been an important educational device for developing and creating learning contents in the contemporary digital learning environment.

Burmark (2004) reiterated that digital storytelling had capacities for improving the understanding of learning content. The methodology had supported students in collecting information and had been useful in developing and organising knowledge and ideas. Digital storytelling had been a process for engaging active learning in classrooms, through knowledge-construction and motivation-promotion. No doubt, the World had taken advantage of opportunities in the use of computer and multimedia technologies. Edutainment (an aspect of multimedia technology) had been the phenomenon for

facilitating and developing learning, importantly, edutainment was used by teachers towards effectively achieving students' active participation in the teaching and learning process (Baek, 2005).

An aspect of digital storytelling was observed in students' cooperative learning, where students would discuss contents of learning contexts, and organise their findings and conceptions in a more understandable way (Robin, 2008). These opportunities were helpful in teacher-students communication and sharing of knowledge through internet and intranet Lowenthal and Dunlap (2010). Further, Gyabak and Godina (2011) pointed to the fact that digital storytelling created intervention for developing learning with the use of computer-based technologies and in closing gaps necessitated through digital divides among children of different biographic and mental variations.

As a reliable tool for inter-cultural affiliations in students learning, digital storytelling methodology was based on methodologies that involve peoples' cultures and other life experiences (Malita and Martin, 2010). The use of learning technologies had tremendously improved interaction among learners and the learning process. As explained by Chun-Ming (2012), digital storytelling assisted learners in participating in learning process, as it involved potentials for integrated application of multiple media and software that utilises the art and techniques of digital storytelling with new methods.

Digital storytelling was found to be a new technique in classroom teaching and learning. The methodology provided opportunities for learners' active and interactive learning with the use of digital pictures, audio and video files. The digital files were arranged into digital stories, and students would create personal experiences by working on the digital stories files. The four students-centred learning strategies embedded in digital storytelling were as follows:

- i. Student engagement;
- ii. Reflection for deep learning;
- iii. Project-based learning; and
- iv. Technology integration into the classroom.

Xu, Park and Baek (2011)

It was discovered that digital storytelling helped in students' engagement and commitments during lessons (Michalski, 2006), also that the methodology supported

learning for students that were not conversant with reading. Digital storytelling is an educational tool, provided teaching and learning with increased students' competencies in learning (Miller and Pennycuff, 2008).

In Nigeria, there was the tradition for storytelling and digital storytelling replaced the traditional storytelling and included technological innovations into storytelling and education. It involved both Information Technology (IT) and pedagogy (Bailey, 2007). As such, the digital storytelling tools provided powerful means of communication for achieving in-depth learning experience among students (Kleckner, 2007).

Hagood and Skinner (2008) opined that digital storytelling files were importantly used for illustrating learning in early childhood settings, particularly for foundational literacy, oral and written vocabulary, story comprehension, decoding of print-based texts, writing process and reading fluency. Jakes and Brennan, 2005, and Robin, 2008 explained the need for students to actively participate in the creation process of digital storytelling, and that digital storytelling influenced the pedagogical skills, which students would need for learning, such as: Communication skills, Information literacy, creativity, visual literacy, and risk-taking.

Teachers exploited the advantages in digital storytelling to delivering lessons. The visual and auditory cues in digital storytelling technology were attractive to the students. The experience in the process of presentation of content with use of storytelling technologies supported memory in learning (Kleckner, 2007). Digital storytelling was found to be advantageous in connecting hightech world with the low-tech school system (Ware and Warschauer, 2006).

Digital storytelling was expressed by Robin (2008) as affordable and widely used. Morrow (1996) informed that the experience obtained from experimental studies proved that children treated with digital story books score higher in vocabulary, story comprehension, and decoding than other children, who were without digital storytelling treatment. Balatova's (2000) in another study showed that visual cues were informative and enhance comprehension of texts in general, and that digital stories have positive effects on students' learning. Researchers (Ballast, Stephens, and Radcliffe, 2008; Gakharand Thompson, 2007) ascertained that digital storytelling effectively developed learning and skills in school children.

A good advantage in storytelling was discovered in the involvement of aesthetic ways of presenting lessons (Miller and Pennycuff, 2008). Digital storytelling involves multimodalities into achieving effective classroom learning and teaching. Siegel (2006) revealed that expanded digital storytelling incorporates strategies that would bring out the skill in expression and exposition in children and adolescents. Further, Banaszewski (2005) and Paull (2002) showed that digital storytelling also captivates and motivates students in learning processes. In this vein, the findings from the study carried out by Banaszewski and Paull were in tandem with other results found in literature, as expected for children exposed to digital storytelling to improve in the motivation and engagement levels. Consequently, a story-based framework of teaching and learning can be a very useful and powerful tool for both teachers and learners. As informed by Loukia (2006) that, when stories sessions were well-organised, then the children would be encouraged and helped to explore the knowledge of content and achieve learning.

Bhatt, 2005; and Ronnkvist, Dexter Anderson, 2000) asserted that the integration of technology to learning would require the availability of technical and instructional support for teachers. The use of digital storytelling was synonymous with using educational technology tool. Teachers would need to understand how to use the technology in digital storytelling in classrooms. The technical and curriculum support for teachers on how to use digital stories effectively in the classroom would increase its usage in the classroom by both teachers and students. Therefore, it would be valuable to continuously explore the ways digital storytelling could support oral competence required for integrating with story-based tasks. The development of story-based learning tools for teachers would potentially influence learning. A well-organised story session can motivate the students and make them want to explore many features of the language.

Storytelling was an important human experience, which involved stories about oneself, others, or about the world (McDrury and Alterio, 2003). It was used as teaching tool, which was illustrated in various forms. Sadik (2008) explained storytelling as traditionally different from other teaching techniques in its quintessential characteristics. Also, Chun-Ming, Gwo-Jen and Iwen, (2012) saw storytelling as an effective instructional strategy for engaging learners, promoting learning motivations and improving the students' performance in learning. The uses of digital storytelling elements

in classroom evolved around technology, therefore teachers have responsibilities towards adapting pedagogies, which involved technology and digital storytelling tools. Technology in education aimed at seamless use of technology in solving educational problems (Singh, 2013). Hull and Greeno (2006) and Lambert (2002) described the tools in digital storytelling to essentially audio-visual and other multiple media formats (Atchley, 2000; and Davis, 2004).

2.2.3 Method and strategies of teaching CRS

The objectives for the teaching and learning of CRS in Nigerian schools included:

- To inculcate the knowledge of the Bible and fear of God in the Learner
- Inculcate moral virtue in learners
- Need to develop tolerance for other religions
- Creating a disciplined society and responsible citizenry
- Development of integrated, spiritual potentials and problem-solving abilities

(Okoro, 2010).

It is expected that for these objectives to be achieved, adequate teaching and learning strategy and method are required; hence, it is the surest means of cultivating and shaping the students' behaviour. This idea on how to achieve the objective of CRS in schools has made the Federal Government of Nigeria in the 2013 edition of the National Policy on Education pointed to moral and religion teaching and learning in school as core to the school curriculum. (FRN, 2013). It would be important for teachers to expose learners to the most relevant, meaningful and useful materials for development. Teachers must recognise and adopt good and well-researched teaching and learning techniques, so as to initiate understanding and to also stimulate and motivate students' achievement (Abdukamid, 2010).

Agwu (2005) explained methodologies in teaching to include the overall plan for the orderly presentation of content of learning materials. Methodologies encompass assumptions in the processes of learning. Teaching techniques involved general processes, which teachers apply in presenting lessons. The focus in classroom pedagogy centred on students' learning. The use of quality teaching and learning methodologies for CRS was found to be important to school children (Aguokogbuo, 2005).

Teaching method was defined as a professional technique, which teachers use in their pedagogical processes for making learners acquire relevant knowledge and skills (Edube and Odiegwu, 2014). Researchers contend that no one teaching method or technique should be assumed to be more effective than others, since each has its merits and demerits to particular cases in learning (Mkpa, 2009; and Aguokogbuo, 2005). Teachers of CRS were advised to adopt the appropriate methodologies for different classroom situations to enhance the interest of students in the subject. Literature informed that the effective methodologies for learning CRS included discovery, discussion and demonstration, simulation method and drama (Mkpa, 2009; Odo, 2011; Ugwu, 2014; Wagner, 2010; Edube and Odiegwu, 2014; and Kalu, 2012). Researchers also explained that teaching techniques that allow interactive and active participation in teaching and learning process would increase students' interest and engaged better understanding of content knowledge.

Asogwa and Echemazu (2011) and Abdulhamid (2010) observed that CRS was taught with conventional lecture method and teachers were assumed as the repository of knowledge and the only authority throughout all periods of lessons. The traditional techniques for teaching and learning CRS decreased students' CRS enrolment and limits students' interest in CRS.

Teachers were indicated to be the only active participants and students were observers or admirers during lessons that involved lecture methodology. Constructivism provided that learning was achieved through active participation. Teachers were encouraged to use methodologies that would provide students' active participation and motivation for students' interest and attitudes towards the learning of CRS. Asogwa and Echemazu (2011) revealed that lecture method became popular among CRS teachers, because many of the teachers did not want to adapt to contemporary changes that made learning interesting and resourceful.

Much of the emphases in schools were towards passing prescribed examinations; therefore, teachers worked on completing CRS syllabus and encouraged rote learning among students (Rutayisire, 2007; Odongo, 2007; Weerhe, 2007). Teachers were advised to believe that "teaching" is about giving, imparting or inculcating knowledge. CRS

teachers have responsibilities towards executing and implementing techniques that helped in arousing students interest and developed learning (Mani, 2013).

2.2.4 Traditional (Conventional) teaching methodology

Traditional (Conventional) methodology of teaching involved the process of exclusive verbal transmission of content knowledge during teaching and learning process. The understudies tune in and take notes of the realities and thoughts that are viewed as significant and furthermore some of the time ask the teacher inquiries for explanation. Jackson (2012) clarified that the conventional strategy for instructing was restricted to "chalk and talk" circumstance and was never again prominent when contrasted with the more current and progressive educating strategies. In colleges, teachers and understudies have additionally discovered that the regular talk approach in study hall is of constrained adequacy in both instructing and learning (Damodharan and Rengarajan, 2013). In a similar vein, Carpenter (2006) pointed that the customary strategy in learning included circumstances where exercises were conveyed utilizing address based organization. Constructivism as one the most adequate instructing and learning method supported understudies in structure or developing their comprehension of substances in substance knowledge, as against the conventional method for repetition learning or engrossing adaptations (Brent and Felder, 1994).

Berry, (2008) clarified that customary methodology comprised teacher-focused strategy in an up close and personal limit. In schools, teachers knew about the customary talk strategy and connected with the example of talking at their understudies as opposed to welcoming them into the discussion. Smit (2009) and Kahl and Venette (2010) all underline that the customary job of a teacher is to remain before their understudies and recount an expansive scope of data without commitment or taking into account dynamic learning. Given the pervasiveness of this endorsed lecturing, there has been a move in student thought processes to go to attend lectures. Before, students went to class with the goal of increasing new and important knowledge, in any case; the incentive in attending lectures now is to get the current information needed to pass the appraisal (Rolfe, 2002 and Dolnicar, 2005). In these kinds of talk conditions, the formal style of addressing alone is not demonstrated to be compelling. In the conventional age, many encouraging

specialists generally apply teacher-focused strategies to give knowledge to students, similar to student focused techniques. Until today, inquiries regarding the viability of instructing techniques on understudy learning have reliably brought extensive enthusiasm up in the topical field of instructive research (Hightower, 2011). Under this strategy, students essentially get data from the teacher without building their commitment level with the subject being instructed (Boud and Feletti, 1999). The methodology is least down to earth, increasingly hypothetical; it includes remembering (Teo and Wong, 2000). It does not have any significant bearing action based learning to urge understudies to adapt genuine issues dependent on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the speaker may endeavor to augment the conveyance of data while limiting time and exertion. Therefore, both intrigue and comprehension of understudies may get lost. Zakaria, Chin and Daud (2010) demonstrated that the concentration during instructing and learning procedure should be on dynamic learning where understudies would be locked in as primary members and not leaving the understudies as aloof crowd sitting tight for apportioned guidelines, definitions and techniques to retain.

Talk strategy was deciphered as oral introduction of topic content knowledge Ruyle (1995). Talk strategy was most much of the time utilized mode of guidance. Talks were respected insufficient, when conveyed without commitments from beneficiaries. The utilization of delays during talk for direct oral addressing makes cooperation between the teacher and understudies. Talks are commonly portrayed from the teacher's perspective, and the understudy's requirement for association with the educator is not tended to. Actually, according to Munson (1992), absence of communication is viewed as one of the significant impediments of the customary talk strategy.

Musa (2007) characterized talk style as regular strategy that teachers utilize in educating. He portrayed the system as 'talk and chalk' or 'reading material strategy. In this style, the teachers dominates the teaching with very little participation on the part of the learner. Teachers were viewed as the storehouse of all knowledge, while the understudies are inactive beneficiaries of knowledge transmitted by the teachers during the time spent learning. The strategy has the benefit of covering a more extensive territory inside a brief timeframe yet it is not student focused and students do not pick up authority of ideas.

Karron and Bryne (2005) gave the Nigerian case to include the circumstance where teachers, course readings, writing slates and customary offices are never again sufficient to adapt to the sum and kind of abilities and skill expected of understudies. Appropriately, Ogoni (2003) proposes that teachers need assets that can help them to complete their obligations effectively. Williams (2004) stated that encouraging strategies throughout the years have revealed that there have been changes starting with one position then onto the next, numerous endeavours have been made to improve the showing techniques using instructional materials, for example, computers. Customarily, instructive help in the study hall has been furnished by nonstop cooperation with the teacher, yet as computer-supported learning turns out to be increasingly predominant, specialists state joining of platform into the learning procedure ends up goal. The utilization of platform in substance where knowledge is fixed necessitates that the teacher gives the help in advance. While in substance where knowledge is formative, for example, Integrated Science, there is the interest that the teacher gives more talk and progressing direction as the errand is being completed by the student.

Creators, Whetten and Clark (1996); Stewart-Wingfield and Black (2005) emphasised that the use of Lecture strategy was "data dump", whereas any usually utilised methodology of that nature included showing explicit data for most of class time and permits little open door for student communication. Basically, the major characteristics of data dump methodologies was about anticipating that students should have gotten content knowledge as at the time of the examination. By and large, lecture strategy comprised teachers presenting lessons, definitions, instances of how marvels work and other supporting data. Lecture strategy was gainful in the light of been helpful and productive in immense measure of data, particularly in large classes where exercises might be unreasonable (Miner, Das and Gale, 1984; Eynde and Spencer, 1988; Whetten and Clark, 1996; Michel, Cater and Varela, 2009). Literature described the talk style as reputed, unremarkable, withdrawing, and/or repetitive (Miner, et al., 1984; Dorestani, 2005; Stewart-Wingfield and Black, 2005). Researchers stressed that learners hold less of data, also educators wind up managing learners who give less consideration, mess around or send messages on their workstations, or even stay in bed (Eynde and Spencer, 1988; Michel, et al., 2009). Customarily encouraging strategies were obviously inadequate for

the development of learning (McGee and Howard, 1998). Single training strategies scarcely addressed issues of learning that originated from various foundations and with distinctive learning inquiries in their psyches. The degree of learning cannot be resolved until the ideas become obvious to learners (Croker and Algina, 1986).

Conventional talks framework would be effective and profitable if fittingly utilised. Studies clarified that successful learning procedure should include the mix of addressing and activities. Such procedure should also focus on learning. Cavanagh (2011) observed that learners esteemed the blend of conventional addressing and agreeable learning errands, especially the assortment of exercises and the genuineness of the undertakings. Analysts built up that the customary talk system would be best when enhanced with elective learner focused methodologies.

2.2.5 Teacher-led digital storytelling

Armstrong (2003) depicted digital storytelling to include the utilization of advances in digital age pictures, video, sound and individual account for communicating conventional storytelling. The digital storytelling ideas were brought into educating and learning by Joe Lambert, Dana Atchley and Nina Mullen in the mid nineties. Digital storytelling was intentionally created for utilizing digital age-pictures, video, sound and audio-visual media in recounting stories and safeguarding stories for appearance in school learning (Barrett, 2006; Lambert, 2007).

Since the commencement of human and social advancement, storytelling has been utilized as an instrument for the transmission and sharing of knowledge and qualities, since it is a characteristic but then ground-breaking method to impart and trade knowledge and encounters. Its application in the study hall is likewise not new. Behmer (2005) states that "storytelling is where students customize what they realize and develop their very own significance and knowledge from the narratives they hear and tell".

Robin (2008) further clarified that digital storytelling could be utilized for sight and sound generation of training purposes. This is the limit of late utilization of innovation in educating and learning. Digital storytelling devices were encouraged by digital cameras and scanners, related to simple to-utilize programming. Numerous

instructive establishments have just been investigating the utilization of digital storytelling for as long as couple of years.

By and by, teachers use innovation to encourage learning; a portion of the fundamental mechanical product utilized in school included computers, printers, scanners, digital cameras and the web. Teachers likewise draw in web frameworks with word handling, counts, mixed media and correspondence programming in educating and learning (Hsu, 2013). The combination of digital storytelling innovation in homeroom instructional method was depicted by Pitler (2006) as to be past expanding students' learning and achievement, yet to also enlarge the students' inspiration to learn, empower community oriented learning, and create basic reasoning and critical thinking strategies (Sadik, 2008; Pitler 2006).

Bouman (2012) opines that learning is the securing of knowledge or abilities through experience, practice, study, or by being educated. He groups learning under various headings: the two fundamental ones are understudy led and teacher-led learning. Understudy led learning is a procedure of learning data where students pose inquiries of each other, while they help each other as companions in talking about the technique used to gain the responses to those inquiries; students are likewise permitted to work with one another in an understudy focused condition. Teacher-led learning is as of now the most well known type of teaching students (McCarthy, 2015). This strategy includes the teacher holding all the data and offering it to the students after some time. The latest works in the writing support learner led over teacher-led learning since it prompts longer maintenance (McCarthy, 2015). This depends on the way students play an increasingly dynamic role in their learning procedure, which results in a progressively significant association with the information (Bouman, 2012).

There were two different ways of connecting with students' learning for example orally and outwardly (Akanbi, 2007). Akanbi further emphasized that kids adapt all the more quickly with the blend of oral and visual pictures. Teachers didn't know of the degree of learning accomplished through verbal depictions. As indicated by Akanbi, homeroom educating and learning were better encouraged with instructional media. The implication of this is Religious Studies cannot be viably taught if the teachers are not

skilled in the workmanship and speciality of the structuring, improvement and creation of training media.

Accidentally, with the expansion in computer power and related cost decrease, computers and related innovations can assume a huge job in making storytelling an all the more generally utilized academic apparatus, given that "digital storytelling furnishes students with a solid establishment in what are being called "Twenty-first Century Skills" (Miller, 2009). While the basic innovation is presently available in the study hall, storytelling has not been completely perceived as a significant device for building up students' learning abilities and accomplishing twenty-first century learning outcomes.

The digital storytelling offices were utilized in schools to facilitate the way toward educating and learning. It tends to be a useful instructive apparatus, as it gives a vehicle to consolidating digital media with inventive educating and learning rehearsals. Dakich (2008) pointed that digital storytelling fabricates students' innovation abilities and improves learning outcomes. It upgrades students' inspiration and helps teachers in structure constructivist learning situations that empower inventive critical thinking, in light of joint effort and distributed correspondence. Likewise, digital storytelling can be utilized to encourage coordinated ways to deal with educational plan improvement, and draw in students in higher request of reasoning and profound learning. According to Bishop (1985), Kyriacou (1997) and Otto (2000), teacher-focused strategies for digital storytelling make students detached beneficiaries of knowledge.

2.2.6 Pupil-led digital storytelling

Pupil-led digital storytelling is one of the modes of DST. Pupil-led digital storytelling is a learner-centered strategy and it is associated with the work of Piaget and more recently with Malcolm Knowles Rogers in his book *Freedom to learn for the 80s'*, describes the shift in power from the expert teacher to the understudies, driven by a need for a change in the traditional environment where learners become passive, apathetic and bored.

This learner centred (Pupil-led Digital storytelling) strategy, reflects and is rooted in Constructivist philosophy of teaching. In constructivism, the students learn by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit

knowledge (Brown, 2008). Pupil-led digital storytelling strategy (learner-centred) is the perspective which focuses on learners' experiences, perspectives, background, talents, interests, capacities and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning and achievement for all learners (McCombs and Whisler, 1997). Weiner (2002) proposes five areas that need to change in order to achieve learner-centred teaching. These areas are the choice of content, the instructor's role, responsibility for learning, the process of assessment and the power relationship between teacher and learners. Learners need to have ownership of their own learning, contribute to the design of curriculum and the responsibility for some levels of instruction.

Bouma (2012) defines learning as the acquisition of knowledge or skills from experiences, practices or study, or being taught. He classifies learning under different headings: the two main ones are student-led learning and teacher-led learning. Student-led learning is a process of learning informant where students ask questions from one another while they assist one another as peers in discussing the strategy used to acquire the answers to those questions; students are also allowed to work with one another in a student-centred environment.

The most recent work in the literature favours student-led over teacher-led learning since it leads to longer retention. This hinges on the fact that when students take a more active role in their learning process, this results in a more meaningful connection to the information (Bouma, 2012). The learners' active position is indispensable for the development of lifelong learning skills (Verenikine, 2008).

Students are encouraged to become creators, producers, and discussants, rather than simply passive audience members. Learners have a central role in exploring and building knowledge by using different kinds of material tools such as mobile phones, computers and the internet. Learning together with others can take place when using collaborative methods and watching stories that other students have made. When planning and making digital stories together, students can become aware of their own knowledge and experiences and reflect on and share these with others.

2.3 Empirical review of literature

The empirical review of the studies provided a systematic process for obtaining the effect of treatment on primary school pupils' value acquisition, achievement and attitude to CRS. Again, the empirical review expanded the investigation in the studies towards examining the moderating effect of computer literacy and gender of participants.

2.3.1 Digital storytelling

Studies on the utilization of digital storytelling in instructing and learning were observed to be cultivated with numerous observational studies. Robin (2008) gave facts with experimental investigations as evidence of the altogether positive effects of innovation on students' achievement. He accentuates the contrast between just putting computers and programming in homerooms and incorporating innovation with guidance and learning. The situation of Robin in the investigation featured the advantages of digital storytelling to students and learning. Robin built up the Technological Pedagogical Content Knowledge (TPCK) and how the TPCK system of Mishra and Koehler (2006) helped teachers in imaginative, basic and intentional ways. The system created by Mishra and Koehler gave direction to creating criteria for assessing digital storytelling ventures.

Dreon, Kerper and Landis (2011) portrayed the advantages of digital storytelling technique to educating and learning. Digital stories were enunciated as procedures for absorbing knowledge and quickening students' perception of knowledge substance. Sadik's (2008) clarified digital storytelling as a strategy for deliberate innovation. He underlines the significance of courses structured from a constructivist approach and frameworks the estimation of such plan as encouraging learning as a team with companions to utilize innovativeness and basic deduction aptitudes in tackling issues. While the examination plots the upsides of this way to deal with learning, the difficulties students face in working in gatherings to finish their accounts were likewise revealed. The exploration did not uncover how teachers would successfully utilize constructivism and neglect the difficulties in helping students with the abilities that would require learning. Students ought to be guided to create digital stories, and be bolstered in creating authoritative aptitudes, relational abilities and basic reasoning aptitudes required for making digital stories.

Chung (2007) delineated the means utilized in the making of digital stories that investigate the capability of showing visual craftsmanship and culture through this medium. A rundown of assessment criteria features the significance of choosing components that add to the storyline with an accentuation on feel and visual literacy. He infers that digital storytelling gives chance to workmanship teachers to include students in critical thinking exercises that are important, individual and significant. This article prompts a re-assessment of Chung (2007) study's way to deal with workmanship guidance and thinks about how digital storytelling may be consolidated, accordingly promising students to make pieces portraying their interests and what identity.

Studies on digital storytelling showed that the drawn out utilization of community oriented digital storytelling in instructive settings were worthwhile to teachers and students (Di Blas, Garzotto, Paolini, Sabiescu, 2009; Chung, 2007; Sadik, 2008). The scientist portrayed the upsides of learning in a network and how such learning advances a more profound comprehension than happens when people investigate subjects autonomously. The consideration of a table outlining the instructive advantages of an entire class digital storytelling offers help for the advancement of digital storytelling at the K-12 level. This investigation starts to answer the call for more research with respect to the advantages of digital storytelling; be that as it may, teachers ought to gain more from the analysts about the plan and usage of the undertaking just as from a detailed examination of their discoveries.

Chung (2007) and Sadik (2008) recorded the means required for making digital storytelling and examined the advantages of digital storytelling. Scientists referenced the criteria for the assessment of digital stories, and gave direction to choosing innovation instruments that would address the difficulties in working with digital stories (Robin, 2008; Sadik, 2008). They talk about difficulties including students' equivalent access to innovation (Dreon, 2011) and the requirement for a superior structure (Robin 2008). What they neglect, in any case, is that advancing digital storytelling creation by students depends on a student focused way to deal with learning with the teachers arranged to utilize constructivist standards. Digital storytelling presents difficulties to teachers prepared to show utilizing behaviorist or psychological ways to deal with learning, as these are study halls where learning is teacher-focused and content-focused. As Dreon

(2011) put, "future teachers may hold solid positive convictions about innovation and might be capable of an assortment of programming applications, they might be not able make an interpretation of this knowledge to their instructing".

Sadik (2008) evaluated the writing on digital storytelling and inferred that digital storytelling especially underscored how advancements were utilized in digital stories for systematizing pertinent constructivist study halls. The abilities students are relied upon to utilize when making digital stories are aptitudes they procure when being educated in a constructivist situation. Students who have not started to create basic reasoning aptitudes, or who need encounters with self-coordinated learning require more help than the homeroom teacher might have the option to give. In spite of the fact that teachers might be mechanically proficient and subject specialists, on the off chance that they do not have an involvement with utilizing constructivist ways to deal with instructing, they will battle to succeed when requesting that students complete digital stories.

Di Blas, Garzotto, Paolini, Sabiescu (2009) revealed that kids start creating storytelling aptitudes during early youth for critical thinking, task finishing and understanding their reality. Sadik (2008) referenced that storytelling was a piece of instructing and that story creation is a technique that enables students to comprehend and sort out encounters. Sadik (2008) remarked that digital stories enable students to make their accounts as opposed to remain audience members of stories as they do with ordinary storytelling. In doing so, he neglects his prior clarification of the benefit of making customary stories. Regardless of whether digital or conventional, everyone makes stories and appreciates sharing them. Stories interface individuals to their networks, giving them a feeling of having a place and enabling them to share their interests and concerns.

The examination did by Smeda, Dakich and Sharda (2014) on "the adequacy of digital storytelling in the study hall: an extensive report" in an Australian P-12 school, uncovers that digital storytelling expands students' degree of commitment in homeroom learning. It is accepted that the utilization of digital media builds the commitment level; particularly, students by and by record their very own recordings. Students like utilizing innovation; they like looking through the web and viewing digital stories. This thusly inspires them and augments beneficial outcome on learning (Sadik 2008, Morris 2011).

Scientists saw that digital storytelling procedure expanded students' correspondence capacities, which results from participation and coordinated effort between gatherings, various gatherings, and in helping each other with specialized or sentence structure issues. Smeda et al (2014) additionally recognize increment in different aptitudes of students using digital storytelling advancements. Digital storytelling improves a few student aptitudes, including composing, plans, library and research, innovation and correspondence. Further, digital storytelling systems improve students' scholarly achievements, basic reasoning, and learning inspiration. Essentially, digital storytelling strategy is a learning system that is observed to be superior to anything address type data innovation incorporated guidance (ITII). This is certified in the English Language achievement, in light of the fact that DST fills in as a transformative innovation upheld teaching method (Ya-Ting, Yang, Wan-Chi and Wu, 2012). Obviously, Ya-Ting et al (2012) demonstrated that learning included cooperation, criticism, and self generation of bona fide materials for crowd.

Digital storytelling technique was valuable in encouraging the general basic deduction in students and show concern about general learning exercises of schools.

2.3.2 Digital storytelling and attitude to CRS

The research on students' attitude towards CRS in Plateau State of Nigeria by Afikinkpan (1995), investigated students' attitudes and identified their CRS presentations. The examination embraced clear rundown. The number of inhabitants in the investigation was 300. Surveys were utilised as the instrument for information gathering. Basic rate measurements were used to break down the information. The consequences of information examined demonstrated that students' attitude towards CRS was commonly positive. There was critical connection between students' attitude towards CRS and their exhibition in the subject. The uplifting attitude was ascribed to great showing technique, accessibility of instructing and learning materials. Area of school location and school type represented that there were distinctive insignificance in attitude of students' financial status, and religious affiliation.

Lukwon (2012) contemplated the attitude of students' attitude on the utilization of digital innovation in the study hall. The mean score on the Attitude size of 60 was 25.53,

with the scope of scores falling somewhere in the range of 22 and +60. For the positive reactions on use innovation as (for example on the size of +1 to +5): utilization of email (85.9%); utilization of sight and sound, for example, PowerPoint (84.9%); utilization of Internet, for example, library assets (78.2%); and utilization obviously sites (76.9%). For negative reactions (for example on the size of - 1 to - 5): class exchange gatherings (7%) and on-line tests (6.2%). The examination revealed that students were very capable with a few sorts of innovative instruments. The respondents were coherent on the three uses for computers and every one of the students likely utilized computers on customary premise to finish assignments and course works. Teachers need to not exclusively be delicate to those students who use innovation much of the time, they should also know that the individuals who may not utilize innovation (or do not approach it) probably will not feel great with its utilization in the study hall. Giving an assortment of conveyance strategies is constantly useful in gathering the necessities of the many learning styles that students have.

Malgwi (1995) considered the training styles utilized by teachers in instructing in a College of Education in Borno State. 12 teachers were included. Four speculations were proposed and straightforward rate was utilized to dissect the information gathered for the investigation. Poll, direct perception, narrative administrations and meeting calendars are utilized for gathering information. Results demonstrated that: the more qualified and experienced teachers were increasingly successful CRS instructing; prepared teachers were in a superior situation to comprehend the points and goals of CRS in schools; and there are contrasts in the encouraging techniques utilized via prepared and untrained teachers yet how they are applied decide students' scholastic achievement in school. These discoveries demonstrated that the degree to which teachers use techniques in the educating of CRS could be controlled by their capabilities and instructional characteristics, which they showed in the study hall.

2.3.3 Digital storytelling and achievement in CRS

One of the primary goals of a teacher is to improve the academic performance of pupils. The teacher has a strong positive relationship with learners' ratings of their overall school satisfaction, students' self-esteem and academic performance. Thus, identifying

factors contributing to learners' achievement is very important. Although the importance of a broad range of outcomes is recognised, academic performance remains central, which makes schools and school districts accountable for assessing and improving students' performance annually (Linn, Baker, and Betebenner, 2002). Further, the implication of the ways learners are taught have always shown in their academic achievement and this constrains their ability to be successful in school.

Pupils in primary schools experience academic problems that manifest in the form of poor academic performance. Many educational authorities have sought to find out the reasons for the downward trend in the academic achievement of primary school pupils. Pupils' academic achievement is the outcome of learning, the extent to which a student has the set classroom objectives. Academic achievement is commonly measured through examination and continuous assessment but there is no general agreement on how it is best tested. Learners' academic gain and learning performance are affected by numerous factors including gender, age, teaching/instructional materials, guardian's socio-economic status, medium of instruction in the classroom among others. Twenty-first century scholars have laid more emphasis on method of instruction. Although the importance of academic achievement is rarely questioned, reaching a consensus regarding its measurement has been elusive. The measurement and evaluation of academic performance continues to be a controversial topic among policymakers, measurement experts and educators (Ahearn, 2000 and Johnson, 2000). Within the evolving accountability environment, it is crucial to understand the progress of all students, including those taught using digital storytelling, and the factors that contribute to their positive academic performance.

Research studies have found that people remember facts more often if they hear them in a story rather than in a list or in some other non-narrative form. Therefore, if people remember better what they hear in stories, it seems logical for storytelling to be a vehicle for educating ourselves and performing better in classrooms. Educators have used storytelling to educate for many years and much of it has been limited to the primary school classrooms to improve learners' performance. More and more, educators at all levels are beginning to understand more the power of story in teaching, and learning. Digital storytelling, in particular, has become more and more popular as a way for

students to learn and teachers to teach the subject matter in a unique way to improve learner's academic achievement (Chatman, 1975; Bull and Kajder, 2004; Davidson and Porter, 2005).

Therefore, teachers need a large inventory of instructional strategies to engage a variety of students (Garcia-Reid et al., 2005). Teachers are key players in fostering student engagement (Garcia-Reid et al., 2005 and Akey, 2006). They work directly with the students and typically are the most influential in a student's educational experience. Creating a culture of achievement in their classroom, developing interactive and relevant lessons and activities, and being encouraging and supportive to students are all ways in which teachers can foster student engagement in the classroom.

One method of enhancing student engagement is to cultivate a culture of achievement in the classroom where instruction is challenging. Students feel comfortable asking questions, and students are expected to do their best. With storytelling for instance, a teacher might create an end-of-the-class academic goal for a class as a whole or a specific goal for each individual student. In order to show mastery of the goal, students must complete a research project or an oral presentation of the narrated story. Teachers need to select a goal that is challenging but attainable and find creative ways for students to work toward achieving the goal. Monitoring student progress throughout the class also will keep students focused academically and invest in their learning. When students feel challenged, they are less likely to be bored and disengaged (Akey, 2006).

In addition, student engagement is positively correlated to teacher support (Garcia-Reid et al., 2005 and Akey, 2006). Several studies have found that students who note that their teachers are supportive and care about their success are more likely to be engaged in the classroom and perform well, academically (Heller et al., 2003; Akey, 2006). One study finds that students who do not feel confident in their ability to succeed are not likely to attempt to do the work (Akey, 2006). Building a student's confidence with digital storytelling is possible without falsely telling students how great they are. Instead, it is about assessing students' weaknesses and strengths and developing ways to address them at developmentally appropriate yet rigorous levels because of both parties' involvement in the teaching and learning process.

Also, acknowledging students' academic growth and improvement is another way to build their confidence. It is crucial for teachers to "create collaborative, supportive environments with high but achievable standards' because it greatly affects students' engagement in school and learning as it is with digital storytelling (Akey, 2006:).As a pedagogical tool, digital storytelling provides the students with a powerful means of communication and in turn forces a deeper learning experience (Kleckner, 2007). It is one educational technology tool used in the modern day classroom. Digital storytelling clearly is not just for fun; it also helps learners learn to be better; it helps them learn to search for meaning; it has an impact on learner's overall academic performance and may also help them to become more understanding citizens (Gallets, 2005). With storytelling, learners become more active in presenting, reacting, learning and enhancing their academic performance. It also helps them work collaboratively in cooperative groups. Listening to stories enhances the child's concentrating skills which improves pupils' achievement (Niemann, 2003).

The process of digital storytelling uses almost all of the skills students are expected to have in the twenty-first century such as information literacy, visual literacy, being creative and taking risks, and using the latest technology to communicate effectively. All can be achieved when students actively participate in the entire creation process of digital storytelling, which will guarantee improved academic achievement for learners (Jakes and Brennan, 2005; Robin, 2008).

2.3.4 Digital storytelling and gender influence on student's in CRS

Essentially, in any study hall setting, students vary in learning because of the capacity of their related involvements, individual characteristics and social help. Individual characteristics could be managed by gender contrasts. A great deal of considerations were right now put on gender issues in learning, notwithstanding when Nuthanap (2007) asserted that in spite of the fact that the literacy rate is higher among young men than young ladies. However, the truth was that young ladies were verifying preferred positions over young men in practically all focused assessment. Nuthanap, further expressed that there were research proofs, which affirmed that young ladies were all the more frequently in top ten positions in rivalries and assessment. Robinson in

Nathanap (2007) revealed that gender variety among high achievers was impacted by insight. Different properties of age and gender contrast among high achievers incorporated guardians' goal, convictions and financial status (Nathanap, 2007).

Abosedo (2007) demonstrated that there was no huge connection among gender and scholarly achievement; and that there was no noteworthy connection between financial status and scholastic achievement. The discoveries of the examination showed that gender is anything but a huge factor of students' achievement just as financial status might be influenced by different components.

Asogwa and Echemazu (2011) revealed that students educated with power point introductions perform superior to those instructed ordinarily; the impact of gender on the students' achievement when educated with power introductions is factually huge. In light of these discoveries, it is obviously shown that gender is a factor that decides students' scholastic achievement in schools. It is basic to discover how gender influences students' exhibitions in CRS when pretend technique is utilized in educating and learning.

2.3.5 Digital storytelling and computer literacy

Sutton (1994) characterized computer literacy as the general knowledge and comprehension of activity and use of computer frameworks. Computer literacy additionally involves the knowledge of the focal handling units of computers, the rules for working computers, the comprehension of employments of computer equipment and programming, the networks and networking in activity and the registering conditions. Jaderstrom (1995); Tanyel, Mitchell, and McAlum (1999); Trauth, Farwell, and Lee (1993) and Zhao, Ray, Dye, and David (1998) accentuated the significance of computer literacy in improving students' learning achievements, making businesses, and for circumstances in expert improvements crosswise over orders. Zhao, Ray, Dye, and David (1998) presented that improved learning and study hall execution were instructive open doors in computer literacy. The utilization of learning strategies including the use of computer innovation had been credited to creating school learning (Rainie, Fox, and Anderson, 2005).

Technology innovations and their impact on education have been the focus of research well before the boom of the internet. Banaszewski (2002) and Bull and Kajder (2004) at independent occurrences surveyed digital storytelling and gave declarations that clarified the innovation as a profitable homeroom technique, which reliably and persistently improve learning. Teachers were found to fundamentally concentrate on widening study hall learning with useful tools on the utilization of digital strategies and that had been the concentration in digital innovation related studies (Tanyel, Mitchell, and McAlum, 1999); and Trauth, Farwell, and Lee, 1993).

A Study affirmed the twenty first century businesses included extreme interest for computer literacy (Roschelle, Pea, Hoadley, Gordin, and Means, 2000). These analysts upheld the accommodating outcomes in the utilization of digital innovation for homeroom educating and learning. Gomez (2011) likewise focused on the fact that computer innovation and cybernet were useful to school leavers in occupation creation. This educated the intuition for extending school educational plans to suit instructional methods that include instructive innovation for all subjects and that homeroom teachers ought to be familiar with different learning programming that would draw in profitable exercise plans and assets. Obviously, the mechanically improved assets would help teachers in tackling a significant part of the apparent learning issues in homerooms (Kent and McNergney's examination, 1999).

Langran (2006) did an examination that researched the experience of innovation organizers on the degree of mix of innovation into the secondary school educational plan in USA. The discoveries of the Langran's examination revealed that homeroom teachers and innovation organizers have various obligations to perform in the utilization of advances to encourage learning. Langran likewise accentuation that regular and predictable gatherings, trainings and modellings for teachers and innovation organizers were principally essential to educational programme mix and execution. In spite of the fact that, there was a school of idea, which accepted that students' utilization of versatile innovation, especially telephones make impediments to their perusing and composing endeavours; significantly, such contemplations did not welcome the handiness of these mechanical contraptions in building up students' digital literacy aptitudes. Utilitarian computer literacy had been expressed to be the experience, which impact the calculated

and operational knowledge of exercises for teachers to perform adequately and beneficially in instructing and learning process (Winter, Chudoba, and Gutek, 1997).

2.3.6 Computer literacy and achievement in CRS

Aikonen (2011) noted that the usage of ICT and nets in Religious Education Instruction came late in the 1990s with very little interest shown by churches, students and religious education instructors. Mbaeze, Ukwandu and Anugu (2010), posited that there is influence of information and communication technology (ICT) on students' academic performance. Students ought to have been exposed to technology in the class room daily to have computer knowledge. It ensures transactional communication where the teacher manages the human materials, time and space to make sure that instructional conditions help in drawing student's attention to stimulation and recall stimulus, thereby improving performance (Balash, Yong and Bin-Abu, 2011; Al- Ammary, 2012). With the power of interactivity and participation of multimedia and communication devices the computer proves an excellent tool for the teaching and learning of school subjects (Kosoko-Oyedeko and Tella, 2009).

It has been found that Christian Religious Knowledge tends to be abstract in some situation, and to remove the abstractness associated with the subject, the use of teaching aids or instructional materials in the form of information and communication technology is essential. Levin and Arafeh (2002) remark on the differences between students who are highly gifted in the computer usage and those who have had little opportunity to develop their experience with networking tools.

Cuneo, Campbell and Harnish (2002) list several individual characteristics that may determine the outcomes of technological interventions: motivation, computer skills, literacy skills, communication skills, and learning styles. Cuneo and Harnish (2002) point out that "quasi-open computer-mediated environments are not safe places for students unsure of their writing skills and knowledge; learning with technology might not be appropriate for all students".

2.3.7 Computer literacy and attitude towards CRS

There seem to be a connection between the attitudes of students regarding learning of Christian Religious Studies and their academic performance. Sometimes students develop negative attitude to a subject due to some factors associated with the teachers and vice versa. Either way, it hinders students' performance.

Attempts have been made to establish relationship between information communication technology and students attitude towards CRS. Ibe-Bassey (2000) and Inyang-Abia (2004) note that media mediate in a continuum between stimulus response learning and cognitive learning to concretize ideas, concepts and facilitate learning. Arbaugh (2000) argues that this will depend on the student's attitude to the perceived usefulness, and also the ease of use, of this delivery medium. It is suggested that students who spend more time on internet tend to be the ones who take more ownership of the learning process when technology is adopted in the classroom, and as a consequence receive the greatest learning benefit (good performance as measured by grades). From this, it can be inferred that we might expect to find a significant and positive relationship between the level of computer learning engagement and academic performance.

It is interesting to note, however, that a key learning-style related factor may in fact be the student's familiarity with the technology. A number of studies have shown that computing experience is a strong predictor of attitudes towards, and also use of computers and the internet (Atkinson and Kydd, 1997). In effect, the student's learning style may adapt and improve as familiarity with the computer learning medium increases. The ability to effectively manage learning time is an important element in of electronic learner success (Kearsley, 2000). Palloff and Pratt (1999) hint that interacting in a computer based course can require two to three times the amount of time investment than in a face-to-face course. Roblyer (1999) points that students who have difficulty managing time are more likely to achieve less in a distance course or drop out altogether. Gibson (1998) points out that a key construct relating to computer learners' persistence is their self-efficacy for learning at a distance and that personal perceptions of competence (self-efficacy) are related to learners' perceptions of their ability to manage time effectively.

Students who use their time efficiently are more likely to learn and/or perform better than students who do not have good time management skills. Zimmerman and Risemberg, (1997) opine that self-regulated learners know how to manage their time because they are aware of deadlines and how long it will take to complete each assignment. They prioritize learning tasks, evaluating more difficult from easier tasks in terms of the time required to complete them. They are aware of the need to evaluate how their study time is spent and to reprioritize as necessary.

2.3.8 Learners' attitude towards CRS

Attitude is a mental disposition of the human individual to act for or against a definite object. Attitude can be defined as a learned predisposition to react consistently in a given manner (either positively or negatively) to certain persons, objects or concepts (Ogunbiyi, 1998). Most children come to school ready and willing to learn. Schools can foster and strengthen this predisposition and ensure that young adults leave school with the motivation and capacity to continue learning throughout their life time. Without the development of these attitudes and skills, individuals will not be well-prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances (OECD 2004). However, learning is enhanced if learners can manage it themselves; moreover, once they leave school, people have to manage most of their own learning. To do this, they need to be able to establish goals, to persevere, to monitor their learning progress, to adjust their learning strategies as necessary and to overcome difficulties in learning.

Learners who leave school with the autonomy to set their own learning goals and with a sense that they can reach those goals are better equipped to learn throughout their lives. A genuine interest in school subjects is important as well. Learners with an interest in a subject like CRS are likely to be more motivated to manage their own learning and develop the requisite skills to become effective learners of the subject. Hence, interest in CRS is relevant when considering the development of effective learning strategies for CRS. In contrast, anxiety about learning CRS can act as a barrier to effective learning. Learners who feel anxious about their ability to cope in CRS-learning situations may avoid them and thus lose important career and life opportunities; the majority of learners'

learning time is spent in school and as such, the climate of the school is important for the creation of effective learning environments. If a learner feels alienated and disengaged from the learning contexts in school, their potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced. Learners' learning strategies and some of the non-cognitive outcomes of schooling are important for lifelong learning: their motivation, their engagement and their beliefs about their own capacities. It seeks to provide a better understanding of how various aspects of learners' attitudes to learning and their learning behaviour relate to each other and to learner performance.

Research on effective learners' approaches to learning has focused on understanding what it is for a learner to regulate their own learning. This focus derives both from the direct evidence that such regulation yields benefits, in terms of improved learner performance and also from the assumption (though not presently backed by strong research) that lifelong learning is reliant on self-regulation.

Motivation is often considered the driving force behind learning. One can distinguish motives deriving from external rewards for good performance such as praise or future prospects and internally generated motives such as interest in subject areas (Deci and Ryan, 2007). Learners' more general attitudes towards school and their sense of belonging at school were also considered both as predictors for learning outcomes and as important outcomes of schooling in themselves.

Learners form views about their own competence and learning characteristics. Specifically, the factors that best facilitate learning are considered to be the ones that are described as being purposeful, task-oriented, relaxed, warm, supportive and have a sense of order and humour in an integrated sense (Kumaravadivelu, 2007). Kumaravadivelu also speaks positively of other factors facilitating learning in a positive manner such as mutual respect and rapport among others, all of which stem from conveying to pupils that you understand, share and value their feelings as individuals on a whole range of matters and academic, social and personal experiences. Such a climate fosters learning and motivation of learners and their attitudes towards the learning process.

Learners' beliefs about themselves include learners' views about their own competence and learning characteristics in CRS, as well as attitudinal aspects, which have both been shown to have a considerable impact on the way they set goals, the

strategies they use and their performance. Likewise, Learners' learning strategies consider the strategies learners use during learning. Also of interest is how these strategies relate to motivational factors and learners' self-related beliefs as well as to learners' performances in CRS.

Oskamp and Harty (1968) describe attitude as crucial in understanding the way a person perceives the world around them. Attitudes determine what a person will see and hear, what they will think or do, thus making them central to life (Jahoda and Warren, 1966; Oppenheim, 1966, 1992). Katz's (1960) functional theory of attitude formation and change justifies this crucial role of attitudes in life. The theory argues that attitudes are formed and changed based on the functions they fulfil in an individual. As a hypothetical construct, attitude cannot be measured directly. One can only measure its expression and the observable phenomena of what a person does and says (Oppenheim, 1992). For instance, observations and interviews may appear as obvious techniques, but they can be very difficult to employ (Open University, 1975; Borg and Gall, 1989; Oppenheim, 1992). Thus, inference is given as the main tool of observing attitudes.

2.3.9 Learners attitude and academic achievement

Deboer (2005) points out that learners' achievement is influenced by favourable attitudes towards themselves (positive self-concept) as well as the subject. A learner with a positive self-concept of ability in a subject has a higher probability of developing favourable attitudes towards that subject, and as a result spends more time and energy on the subject, thus gaining mastery of the subject, resulting in success. Mwamwenda (2006) argues that a person's self-concept is a guide to their personality in terms of their own feelings, attitudes, psychological health and the way they are likely to interact with others in and outside their environment. Mwamwenda (2006) further points out that a pupil with a positive self-concept stands a better chance of performing better than a pupil with a negative self-concept. Thus, it can be argued that enhancement of a positive self-concept of ability of a learner in science will possibly enhance the learners' performance by fostering the development of favourable attitudes towards CRS. However, care should be taken when interpreting results of a relationship between achievement and attitudes. This is because low achievement does not necessarily mean the learners have unfavourable

attitudes towards CRS or any other subject for that matter. Research has further shown that there is a positive correlation between attitudes and achievement; however, neither attitude nor achievement is dependent on the other; rather, they interact with each other in a complex and unpredictable way (Ajzen and Fishbein, 1975).

Factors that influence learners' attitudes towards a subject vary from one place to another. Furthermore, there are also other stronger predictor variables outside the school which influence learners' attitude towards a subject. Kathuri and Pals (1993) assert that the significant relationship between learners' attitudes towards a subject and academic achievement is a function of their personal attitudes rather than external factors which may influence them.

In response to the challenge posed by the poor performance of learners, Wachanga (2005) carried out a study in Kenya to investigate the possible causes. The study was centred on the instructional methods used by the teachers in teaching CRS. However, Wachanga (2005) notes that the cause of most failures in schools might not be due to inadequate instruction but perhaps by active resistance by learners. Head (2008) reinforces this argument by pointing out that learners do not like studying in most cases and that it is imperative that their feelings are considered alongside their thought.

Mwamwenda (2006) also argues that the achievement of learners in a subject is determined by their attitudes towards the subject and instructional method used rather than the inability to study. All these arguments point to the important role that attitudes play in determining the achievement of any success. This, therefore, suggests that favourable attitudes towards CRS should be developed if success is to be attained and using the best available instructional methods like digital storytelling will guarantee and create more favourable attitudes from learners. To be able to do this, a clear understanding of the factors which influence formation of attitudes is essential.

2.3.10 Gender and academic achievement in CRS

Poor performance occurs yearly in Christian Religious Studies (CRS); and more students are running away from the subject. This alarming rate of poor performance in Christian Religious Knowledge has generated growing concern from various quarters- the parents, teachers, schools and the government (Lawal, 2002; Lawal, 2010). It can be

said that various factors have been identified to be affecting students' academic performance in CRS including the issue of students' sex. The assumption that male children are intellectually more endowed than their female counterpart sometimes can retrogress the confidence of female students and invariable create an associated problem of self-concept vis a vis attitudinal changes.

According to Russell (2012), gender refers to the different roles, rights, and responsibilities of men and women and the relationship between them. Gender does not simply refer to girl or boy, but to the way their qualities, behaviours, and identities are determined through the process of socialization (Wijk and Francis, 2010). Gender is generally associated with unequal power and access to choices and resources. Researchers have found out that gender difference influences learners' choice of various school subjects in one way or the other (Egwu, 2010; Asogwa and Echemazu, 2011). Although the literacy rate is more among boys than girls, it is quite interesting to observe that girls are securing better ranks than boys in almost all competitive examination (Nuthanap, 2007). In modern world, it is very fascinating to find the girls figure to be more often in top ten two ranks in tenth class annual examination.

Abdu-Raheem (2012) carries out a study on the influence of gender on secondary school students' academic performance in Southwest, Nigeria. The results of 2003/2004 to 2007/2008 West African School Certificate Examinations (WASCE) are collected on English Language, Mathematics, Biology, Chemistry, Physics, Economics, Geography, Government, Yoruba, Christian Religious Studies and French from 10 Secondary Schools selected from 5 States in Nigeria. The samples consist of 2,305 students, using Chi-Square for data analysis, the study reveals that male and female students perform equally in English language. Males perform better than females in Mathematics, Science and Social Science while females also do better than males in CRK, with a Chi-square value of 7.78, $p < 0.05$. Similarly, Adepoju and Ogurinde (2006) in their study of students' factors as correlates of academic achievement in Junior Secondary School Religious Studies find out that gender is not a significant contributor to academic performance in CRK.

Plummer (2000) and Arnot (2003) note that ethnicity and social class are other factors that combine with and interact with gender to have a direct bearing on

achievement of women. In support of the above idea, Archer and Yamashita (2003) confirm that gender inequalities are interwoven with social class, ethnicity, sexuality and disability. Adeosun (2002) is also of the same view in his study of relative effects of three multimedia packages on students' achievement and retention in Social Studies. It is also confirmed that there is no significant difference in the achievement score between males and females in a study conducted on the effects of multimedia packages and students' achievement in Christian Religious Studies. Abdu-Raheem (2010) also in his research on the influence of gender on secondary school students' academic performance concludes that there is no significant difference between the performance of male and female students in Social Studies.

Jacobs, (2002) in his studies shows that, on the average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys. Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing, and general knowledge (National Center for Education Statistics, 2003). On the other hand, males outperform females on spatial skills tasks such as mental rotation, spatial perception, and spatial visualization (Voyer, Voyer, and Bryden, 1995). Males also perform better in mathematical achievement tests than females. Part of the explanation can be traced to gender differences in the cognitive abilities of middle-school students.

2.4 Appraisal of literature review

The literature reviewed in this research was derived from conceptual, theoretical, and empirical studies. The researcher was careful in the selection of literature, so as to get enough materials, which were relevant to the effects of two digital storytelling strategies and primary school pupils' learning outcomes in CRS. Piagetian Cognitivism was central to developing the theoretical framework in the literature for the study. The nature of Christianity and the Biblical descriptions of the life and ways of Christians were used as standards in the conceptual perspectives in the literature. The teachings of Jesus, particularly the lessons on morality were also recorded in the literature. Researchers in the reviewed works gave considerable evidences to establish that the traditional and lecture teaching and learning methodologies used in current CRS classrooms would not

provide enough learning required for Pupils' achievement, and the learning experiences and outcomes for CRS in Junior Secondary Schools. There is dearth of information on the use of digital storytelling, either teacher-led or pupil-led, to teach CRS in Lagos State primary school, hence this study.

Basically, the digital storytelling methodology had been a teaching and learning strategy that supports the process of integrating education with technology in achieving the overall objectives for education and learning of CRS in schools. The digital storytelling strategy was explained to be creative and helped in bridging morals, attitude and learning during the process of teaching and learning CRS. As good as this strategy, it has hardly been used within the four corners of the classroom especially in Lagos State, Nigeria. The literature traced the observed Pupils' negative attitude in CRS lessons to teachers' methodologies. The issue of gender was raised in the literature, and different assumptions of either 'for and against,' male and female gender types were observed by researchers in their propositions. The argument was resolved with the belief that the intellectual and attitudinal matters in Pupils' learning was associated with particular student's self-concepts and interests in CRS. The empirical, theoretical and conceptual studies reviewed were drawn from books, journal articles, academic write-ups and briefs, which explained the opportunities in the use of digital storytelling methodology in primary school pupils' learning outcomes in CRS.

CHAPTER THREE

METHODOLOGY

3.1 Research design

This study adopted a pretest-posttest control group quasi-experimental design type. The work involved an intervention into the teaching of CRS with the use of digital storytelling methodology. Two experimental groups (teacher-led and pupil-led groups) and one control group participated in the study. Basically, the experimental and control groups were made to be statistically comparable.

The research design was illustrated as found below:

O _a	X _i	O _b	E ₁	(Experimental group 1)
O _c	X _{ii}	O _d	E ₂	(Experimental group 2)
O _e	X _{iii}	O _f	C	(Control group)

As O_a O_c and O_e were the pretest measures for experimental groups 1, 2 and control group (E₁, and E₂) while O_b O_d and O_f were measured for posttest analysis of the experimental groups 1, 2 and control group (using X_{iii} as conventional lecture method). X_i, X_{ii}, represented treatment for the two experimental groups while – depicted that no form of treatment condition administered to the control group. The design employed the use of 3x3x2 factorial matrix.

The 3x3x2 factorial matrix table for the study was represented as shown in table 3.1:

Table 3.1: A 3x3x2 Factorial matrix of the study

Treatment	Computer Literacy Skills	Gender	
		Female	Male
Experimental 1	Low		
	Medium		
	High		
Experimental II	Low		
	Medium		
	High		
Control	Low		
	Medium		
	High		

3.2 Variables in the study

1. Independent variable: Instructional strategy manipulated at three levels:
 - a. Teacher-led digital storytelling strategy (TLDSS);
 - b. Pupil-led digital storytelling strategy (PLDSS);
 - c. Conventional lecture method.
2. Moderator variables: The study capture two moderator variables as:
 - a. Gender operated at two levels (Male and Female).
 - b. Computer literacy skill operated at three levels of High, Moderate and Low.
3. Three dependent variables (learning outcome) were used in this study and included:
 - a. Pupils' Value acquisition in CRS;
 - b. Pupils' achievement in CRS;
 - c. Pupils' attitude towards CRS.

3.3 Selection of participants

The research was carried out in 20 Local Government Education Areas (LGEAs) of Lagos State, Nigeria. Pupils (learners) drawn from public primary schools in the 20 LGEAs of Lagos State participated in the study. The experiment was accomplished by randomly selecting three (3) LGEAs from the entire 20 LGEAs of Lagos State. The sampling of schools in the selected LGEAs was purposive. The conditions for selecting primary schools from the randomly selected LGEAs were stated thus:

- a. The extent of distance from one another to avoid unwanted interference among sampled schools;
- b. The schools were co-educational public primary schools (Government owned schools); and
- c. Availability of qualified CRS teachers in primary six with a minimum qualification of NCE;

The selected schools in each LGEA were assigned randomly as two experimental and a control group through balloting. Three functional computer centres/laboratories served as the technology centres for the Nine (9) primary schools that participated.

All Primary Six (6) pupils that offered CRS in the selected nine primary schools participated in the study. However, distribution of participating pupils in selected schools into control and quasi experimental groups were made using simple random sampling through ballot.

Primary Six (6) pupils were specifically used in this study based on the following:

- a. The Primary Six (6) pupils have used six years out of the nine (9) years earmarked for basic education programme, a period that was considered to be good enough for this study.
- b. Primary Six (6) pupils have acquired experiences in reading, writing and decision making.
- c. Pupils at this level can apply the knowledge on morals in the CRS lessons in real life situations.

The total number of primary six pupils that participated in the research was 450 comprising of 235 male and 215 female. Nine CRS teachers were also involved in the study.

3.4 Research instruments

The instruments were:

- i. Pupils Achievement Test (PAT) in CRS (for Primary Six 6); (See page 110)
- ii. CRS Pupils' Attitude Questionnaire (CPAQ); (See page 117)
- iii. Pupils' Value Acquisition Questionnaire (PVAQ);
- iv. Pupils' Computer Literacy Level Questionnaire (PCLLQ);
- v. Teachers' Guide on the Use of Digital Storytelling Instructional Package (TGUDIP).

3.4.1 Pupils' Achievement Test (PAT) on CRS/Moral Instruction:

The PAT consisted of questions drawn from primary six CRS curriculum. There were two sections in the PAT questionnaire. Section A sought personal information of pupils (but names of pupils were not required). Section B consisted of thirty (30) multiple choice questions. Each of the questions in section B were of four (4) options. Pupils were required to select the correct option as answer to each question. The Pupil's Achievement

Test on CRS (PATCRS) was subjected to face and content validity by five Christian Religious Studies/Moral Instruction lecturers in Universities and Colleges of Education. The original 40 questions were reduced to 30, based on the advice of the experts. To ensure that the items in the instrument were consistently reliable, the questionnaire was pilot tested and administered to fifty (50) respondents (pupils) in primary 6. Cronbach Alpha of 0.75 was obtained for the questionnaire's reliability. The data collated from the achievement test was subjected to Kuder-Richardson (K-R 21). A reliability co-efficient (r) of 0.82 was calculated for the achievement test. The result for the reliability expressed that the instrument was suitable for the experiment with a positively strong reliability.

Six topics were selected from Primary Six (6) CRS curriculum. The topics were picked purposely. These topics were such as can help inculcate moral values in pupils. Below are the topics selected and the dimension of items on each topic:

Table of Specification for Pupils Achievement Test

Table 3.2

Content	Knowledge (47%)	Comprehension (37%)	Application (16%)	Total
Paul's conversion 17%	2 (3,4)	2 (1,2)	1 (5)	5
Goal setting 13%	2 (6,7)	2 (8,9)	----	4
Value of Hardwork 13%	1 (10)	2 (11,12)	1 (13)	4
Temptation and Corruption 23%	3 (14,15,20)	3 (16,17,18)	1 (19)	7
Moderation 17%	3 (21,22,23)	1 (25)	1 (24)	5
Love of money 17%	3 (26,27,30)	1 (29)	1 (28)	5
Total	14	11	5	30

3.4.2 CRS Pupils' Attitude Questionnaire (CPAQ): The questionnaire was adapted from Kosoko-Oyedeko (2014) to find out the pupils attitude towards the learning of CRS in primary schools. The questionnaire was divided into two sections. The first Section had questions on demographic data while the second section sought information about pupils thought and feelings about the fifteen (15) items of CPAQ. The items were rated on a 3-point Likert-type scale ranging from Yes-3; Not Sure-2; to No-1, for positively worded statements. The scoring of items on the scale of negatively worded statements were graded on points ranging from Yes-1; Not Sure-2; to No-3. The instrument was presented to experts in Christian Religious Studies/Moral Instruction for content and face validity. CPAQ was also given to English Language experts to determine the suitability of language used and also to remove ambiguous statements. Based on the advice of the experts, 5 items are reconstructed and the total number of questionnaire items was reduced to 15. The Cronbach Alpha was 0.87 for CPAQ.

3.4.3 Pupils' Value-Acquisition Questionnaire (PVAQ): The PVAQ was prepared for measuring the value acquisition level of the respondents in line with the moral instruction. The values mentioned in PVAQ included: Being Peaceful, Self-discipline, Determination and Focus, Hard work and Moderation. The items in the questionnaire were twenty (20) in number. The items were rated on a three Likert-type ordinal scale ranging from Yes-3; Not Sure-2; to No-1 for positively worded statements. The content and face validity of PVAQ was perfected by experts Christian Religious Studies/Moral Instruction. The PVAQ was also examined by English Language experts to determine the suitability of the use of language and to remove ambiguous statements. Based on the recommendations of the experts at different levels of constructing PVAQ, 8 items were rephrased and the initial 20 questionnaire items were edited. The Cronbach Alpha formula was 0.79

3.5 Validation of digital story package

The quality of learning in a digital storytelling classroom was realised in two ways. Storytelling and technology had in different parameters helped in facilitating instructions and understanding in digital storytelling classroom. Classroom teaching and

learning were curriculum issues, as such the CRS curriculum should be developed in the digital storytelling instructional package and teachers would conveniently create digital stories.

The procedure for creating digital storytelling was followed by the researcher to produce the first prototype for CRS lessons of the digital story package. The stories were created around selected topics in primary-six CRS curriculum. The topics were selected for learning morals during lessons.

The package was pilot tested on a sample of 100 pupils, after which the reliability co-efficient (r) of 0.76 was derived using Cronbach Alpha method of reliability. The value depicts that the instructional package was very significant as internal consistency of the instructional package shows that the elements of the instrument were related to each other.

3.6 General procedure for the strategies

The table below represent procedure for each treatment used for the study, which are pupil-led, teacher-led and conventional modes:

Table 3.3 GENERAL PROCEDURE

	PUPILS LED	TEACHER LED	CONVENTIONAL MODE
INTRODUCTION	Greetings Pupils settle down. Assess the entry behaviour.	Greetings Settle the pupils down. Assess the entry behaviour.	Greetings Settle the pupils down. Assess the entry behaviour.
PRESENTATION STEP I	Pupils boot the system and open the story package with the step by step of Digital Storytelling Instructional Package.	Teacher instructs with the use of DSTP.	Tell the students the new topic. Write the topic on the marker board. Give brief explanation about the topic.
STEP II	Pupils respond to formative questions attached to each step of Digital Storytelling lesson.	Teacher projects the lesson to the pupils. Teacher moves round the class to guide the pupils as they watch the lesson on the projector.	Teacher asks the pupils to read the Bible passage(s) based on the references. Teacher reads the Bible passages/text references together with the pupils.
STEP III	Pupils discuss Digital Storytelling Instructional Package among themselves.	Pupils answer the questions built into Instructional Package they watch.	Teacher expatiates on the passage(s) read in the class.
STEP IV	Pupils respond to summative questions in the DSTP.	Teacher discusses the evaluative questions with the pupils using DSTP illustration.	Teachers asks evaluative questions. Teacher summarises the lesson taught.
STEP V	Pupils write out the summary of Digital Storytelling watched. Each of the pupils reads his/her summary to the class.	Teacher instructs the pupils to retell the stories watched in the DSTP. A pupil starts the narration of the story while another continues or completes it.	Teacher writes the note on the marker board for the pupils to copy.
STEP VI ASSIGNMENT		Pupils copy the notes from the Digital Storytelling instructional package.	Teacher gives take home assignment to pupils.

3.7 Procedure for data collection

After collecting letter of introduction from her Department, the researcher visited the selected schools and requested the approval and cooperation of Headmasters and CRS teachers. The researcher also visited designated government computer centres (in the

three Local Educational Districts of Educational Districts in Lagos State) and requested the cooperation and support of facilitators.

The time schedule was as follow:

- a. The first two weeks were used for training of research assistants;
- b. The following two weeks were for pre-test administration;
- c. Six weeks were used for the treatment of two experimental groups with the use of Digital storytelling strategy while control group will not be subjected to any treatment at all;
- d. One week was for post-test administration; and
- e. A total of eleven (11) weeks was used to collect data.

3.8 Data analysis

Data was collected and analysed using 2-way Analysis of Covariance (ANCOVA). Estimated Marginal Means was used to determine the magnitude of the posttest mean scores. The Scheffe Post-Hoc analysis was carried out to explain the sources and contributory variables responsible for the significant main effects in the study and also to establish the variables that contributed significantly to the study, and at the same time, the variables that interacted significantly among the variables were established.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This section presents results and discussions of findings on the effect of Two Digital Storytelling Strategies and Primary School Pupils Learning Outcomes in Christian Religious Studies in Lagos State. The first part of the analysis presents the demographic information of the respondents who were Primary Six pupils from selected primary schools in Lagos State, while the other part presents the results of the hypothesis that were generated for the study.

4.1 Presentation of Demographic information of the pupils.

Groups	Frequency	Percentages
Teacher-led Digital Storytelling	147	33
Pupil-led Digital Storytelling	147	33
Control	154	34
Total	450	100
Gender	Frequency	Percentage
Male	235	52
Female	215	48
Total	450	100
Computer Literacy Level of Learners		
	Male	Female
Low	34 (14%)	159 (74%)
Medium	173 (74%)	46 (21%)
High	28 (12%)	10 (5%)
Total	235 (52%)	215 (48%)

Table 4.1 above shows that distribution of pupils based on group: 147 pupils were for Teacher led Digital Storytelling, 149 pupils for Pupils led Digital Storytelling while Control group had 154 pupils. Similarly, it shows that 235 (52%) of the pupils were male while 215 (48%) pupils were female.

4.2 Testing of Null Hypotheses

H01a: There is no significant main effect of treatment on pupils' value acquisition in CRS

Table 4.2: Analysis of Covariance (ANCOVA) on Value Acquisition

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	35618.467 ^a	18	1978.804	11.781	0.000	0.330
Intercept	33607.996	1	33607.996	200.092	0.000	0.317
PreValue Acquisition	477.899	1	477.899	2.845	0.092	0.007
Treatment	21841.763	2	10920.881	65.020	0.000*	0.232
Computer literacy	676.826	2	338.413	2.015	0.135	0.009
Gender	219.770	1	219.770	1.308	0.253	0.003
Treatment x Computer literacy	2277.242	4	569.311	3.390	0.010*	0.030
Treatment x Gender	305.418	2	152.709	0.909	0.404	0.004
Computer literacy x Gender	250.083	2	125.042	0.744	0.476	0.003
Treatment x Computer literacy x Gender	646.935	4	161.734	0.963	0.428	0.009
Error	72391.998	431	167.963			
Total	1123703.000	450				
Corrected Total	108010.464	449				

a. R Squared = .330 (Adjusted R Squared = .302) * significant at $p < 0.05$

Table 4.2 showed that there is a significant main effect of treatment on pupils' value acquisition in CRS ($F_{(2,431)} = 65.02$; $p < 0.05$, partial $\eta^2 = 0.23$). The effect is 23.2%. This indicated 23.2% variation in pupils' value acquisition in CRS was accounted for by the treatment.

Table 4.3: Estimated Marginal Means for Post-Value Acquisition by Treatment and Control group

Treatment	Mean	Std. Error
Teacher Led Digital Storytelling Strategy (TLDSS)	53.86	1.138
Pupil Led Digital Storytelling Strategy (PLDSS)	52.55	1.253
Conventional Strategy (CS)	35.86	1.273

Table 4.3 revealed that pupils exposed to Teacher Led Digital Storytelling Strategy (TLDSS) had the highest adjusted post-value acquisition mean score in CRS (53.86), followed by pupils exposed to (PLDSS) (52.55), while those exposed to Conventional Strategy (CS) had the lowest adjusted post-value acquisition mean scores in CRS (35.86).

Table 4.4: Bonferroni Post-hoc Analysis of Post-Value Acquisition by Treatment and Control Group

Treatment	Mean	TLDSS	PLDSS	CS
Teacher Led Digital Storytelling Strategy (TLDSS)	53.86			*
Pupil Led Digital Storytelling Strategy (PLDSS)	52.55			*
Conventional Strategy (CS)	35.86	*	*	

Table 4.4 revealed that pupils exposed to Teacher Led Digital Storytelling Strategy (TLDSS) were not significantly different from their counterparts taught using Pupil Led Digital Storytelling Strategy (PLDSS) but significantly different from those exposed to the Conventional Strategy (CS) in their post-value acquisition scores in CRS. Furthermore, pupils exposed to PLDSS were significantly different from those taught using conventional strategy. This implies that the significant difference revealed by the ANCOVA is a result of difference between the treatment (TLDSS and PLDSS) and the control group but not between the two treatment groups as far as value-acquisition is concerned.

H01b: There is no significant main effect of treatment on pupils' achievement in CRS

Table 4.5: Analysis of Covariance (ANCOVA) on Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	343.949 ^a	18	19.108	2.940	0.000	0.109
Intercept	35458.466	1	35458.466	5456.236	0.000	0.927
PreAchievement	9.026	1	9.026	1.389	0.239	0.003
Treatment	197.083	2	98.541	15.163	0.000*	0.066
Computer literacy	8.594	2	4.297	0.661	0.517	0.003
Gender	.577	1	0.577	0.089	0.766	0.000
Treatment x Computer literacy	14.096	4	3.524	0.542	0.705	0.005
Treatment x Gender	1.156	2	0.578	0.089	0.915	0.000
Computer literacy x Gender	8.549	2	4.274	0.658	0.519	0.003
Treatment x Computer literacy x Gender	18.425	4	4.606	0.709	0.586	0.007
Error	2800.942	431	6.499			
Total	284745.000	450				
Corrected Total	3144.891	449				

R Squared = .109 (Adjusted R Squared = .072)

* significant at p<0.05

Table 4.5 revealed that there is a significant main effect of treatment on pupils' achievement in CRS ($F_{(2,431)} = 15.16$; $p < 0.05$, partial $\eta^2 = 0.07$). The effect is 7.0%. This indicated 7.0% variation in pupils' achievement in CRS was accounted for by the treatment.

Table 4.6: Estimated Marginal Means for Post-Achievement by Treatment and Control groups

Treatment	Mean	Std. Error
Teacher Led Digital Storytelling Strategy (TLDSS)	25.22	0.226
Pupil Led Digital Storytelling Strategy (PLDSS)	25.80	0.248
Conventional Strategy (CS)	23.84	0.258

Table 4.6 revealed that pupils exposed to Pupils-Led Digital Storytelling Strategy (PLDSS) had the highest adjusted post-achievement mean score in CRS (25.80), followed by pupils exposed to Teacher-Led Digital Storytelling Strategy (TLDSS) (25.22), while those exposed to the Conventional Strategy (CS) had the lowest adjusted post-achievement mean score in CRS (23.84).

Table 4.7: Bonferroni Post-hoc Analysis of Post-Achievement by Treatment and Control Group

Treatment	Mean	TLDSS	PLDSS	CS
Teacher Led Digital Storytelling Strategy (TLDSS)	25.22			*
Pupil Led Digital Storytelling Strategy (PLDSS)	25.80			*
Conventional Strategy (CS)	23.84	*	*	

Table 4.7 revealed that pupils exposed to PLDSS were not significantly different from their counterparts taught using Teacher Led Digital Storytelling Strategy (TLDSS) but significantly different from those exposed to the Conventional Strategy (CS) in their post-achievement mean scores in CRS. Furthermore, pupils taught using teacher led digital storytelling strategy were significantly different from those exposed to conventional strategy. This implies that the significant difference revealed by the ANCOVA is a result of difference between the treatment (teacher and PLDSS strategies) and the control group but not between the two treatment groups as far as achievement in CRS is concerned.

Ho1c: There is no significant main effect of treatment on pupils' attitude to CRS

Table 4.8: Analysis of Covariance (ANCOVA) on Attitude

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8157.814 ^a	18	453.212	87.282	0.000	0.785
Intercept				1183.084		
PreAttitude	6143.154	1	6143.154	22.421	0.000	0.733
	116.419	1	116.419		0.000	0.049
Treatment	5247.888	2	2623.944	505.334	0.000*	0.701
Computer literacy	6.788	2	3.394	0.654	0.521	0.003
Gender	33.561	1	33.561	6.463	0.011*	0.015
Treatment x Computer literacy	72.709	4	18.177	3.501	0.008*	0.031
Treatment x Gender	14.583	2	7.292	1.404	0.247	0.006
Computer literacy x Gender	26.536	2	13.268	2.555	0.079	0.012
Treatment x Computer literacy x Gender	22.577	4	5.644	1.087	0.362	0.010
Error	2237.963	431	5.192			
Total	244780.000	450				
Corrected Total	10395.778	449				

R Squared = .785 (Adjusted R Squared = 0.776)

* significant at $p < 0.05$

Table 4.8 revealed that there is a significant main effect of treatment on pupils' attitude to CRS ($F_{(2,431)} = 505.33$; $p < 0.05$, partial $\eta^2 = 0.70$). The effect is 70.0%. This indicated 70.0% variation in pupils' attitude to CRS was accounted for by the treatment.

Table 4.9: Estimated Marginal Means for Post-Attitude by Treatment and Control group

Treatment	Mean	Std. Error
Teacher Led Digital Storytelling Strategy (TLDSS)	25.64	0.201
Pupil Led Digital Storytelling Strategy (PLDSS)	25.61	0.221
Conventional Strategy (CS)	17.11	0.223

Table 4.9 revealed that pupils exposed to Teacher Led Digital Storytelling Strategy (TLDSS) had the highest adjusted post-attitude to CRS mean score (25.64), followed by pupils exposed to Pupil Led Digital Storytelling Strategy (PLDSS) (25.61), while their counterparts exposed to the Conventional Strategy (CS) had the lowest adjusted post-attitude to CRS mean score (17.11).

Table 4.10 Bonferroni Post-hoc Analysis of Post-Attitude by Treatment and Control Group

Treatment	Mean	TLDSS	PLDSS	CS
Teacher Led Digital Storytelling Strategy (TLDSS)	25.64			*
Pupil Led Digital Storytelling Strategy (PLDSS)	25.61			*
Conventional Strategy (CS)	17.11	*	*	

Table 4.10 revealed that pupils taught using Teacher Led Digital Storytelling Strategy (TLDSS) were not significantly different from their counterparts exposed to Pupil Led Digital Storytelling Strategy (PLDSS) but significantly different from those exposed to the Conventional Strategy (CS) in their post-attitude to CRS mean score. Furthermore, pupils exposed to PLDSS were significantly different from those taught using conventional strategy. This indicates that the significant difference revealed by the ANCOVA on attitude is as a result of difference between the treatment (teacher and PLDSS strategies) and the control group but not between the two treatment groups.

Ho2a: There is no significant main effect of computer literacy on pupils' value acquisition in CRS

Table 4.2 showed that there is no significant main effect of computer literacy on pupils' value acquisition in CRS ($F_{(2,431)} = 2.02$; $p > .05$, partial $\eta^2 = 0.01$). Hence, hypothesis 2a was not rejected.

This indicates that computer literacy has no effect on pupils' value acquisition in CRS.

Ho2b: There is no significant main effect of computer literacy on pupils' achievement in CRS Table 4.5 showed that there is no significant main effect of computer literacy on pupils' achievement in CRS ($F_{(2,431)} = 0.66$; $p > .05$, partial $\eta^2 = 0.00$). Hence, hypothesis 2b was not rejected. This indicates that computer literacy has no effect on pupils' achievement in CRS.

Ho2c: There is no significant main effect of computer literacy on pupils' attitude to CRS Table 4.8 showed that there is no significant main effect of computer literacy on pupils' attitude to CRS ($F_{(2,431)} = 0.65$; $p > .05$, partial $\eta^2 = 0.00$). Hence, hypothesis 2c was not rejected. This implies that computer literacy has no effect on pupils' attitude to CRS.

Ho3a: There is no significant main effect of gender on pupils' value acquisition in CRS

Table 4.2 revealed that there was no significant main effect of gender on pupils' value acquisition in CRS ($F_{(1,431)} = 1.31$; $p > .05$, partial $\eta^2 = 0.00$). Hence, hypothesis 3a was not rejected. This means that gender has no effect on pupils' value acquisition in CRS.

Ho3b: There is no significant main effect of gender on pupils' achievement in CRS

Table 4.5 revealed that there is no significant main effect of gender on pupils' achievement in CRS ($F_{(1,431)} = 0.09$; $p > .05$, partial $\eta^2 = 0.00$). Hence, hypothesis 3b was not rejected. This means that gender has no effect on pupils' achievement in CRS.

Ho3c: There is no significant main effect of gender on pupils' attitude to CRS

Table 4.8 showed that there is a significant main effect of gender on pupils' attitude to CRS ($F_{(1,431)} = 6.46$; $p < 0.05$, partial $\eta^2 = 0.02$). The effect is 0.2%. This indicated 0.2% variation in pupils' attitude to CRS was accounted for by gender.

Ho4a: There is no significant interaction effect of treatment and computer literacy on pupils' value acquisition in CRS

Table 4.2 showed that there is a significant interaction effect of treatment and computer literacy on pupils' value acquisition in CRS ($F(4,431) = 3.39$; $p < 0.05$, partial $\eta^2 = 0.03$). The effect is 3.0%. This indicates that 3.0% variation in pupils' value acquisition in CRS was accounted for by the treatment and computer literacy. Thus, hypothesis 4a was rejected. This means that treatment and computer literacy have interaction effect on pupils' value acquisition in CRS. To explore the interaction effect, Figure 4.1 presents the interaction in line graph.

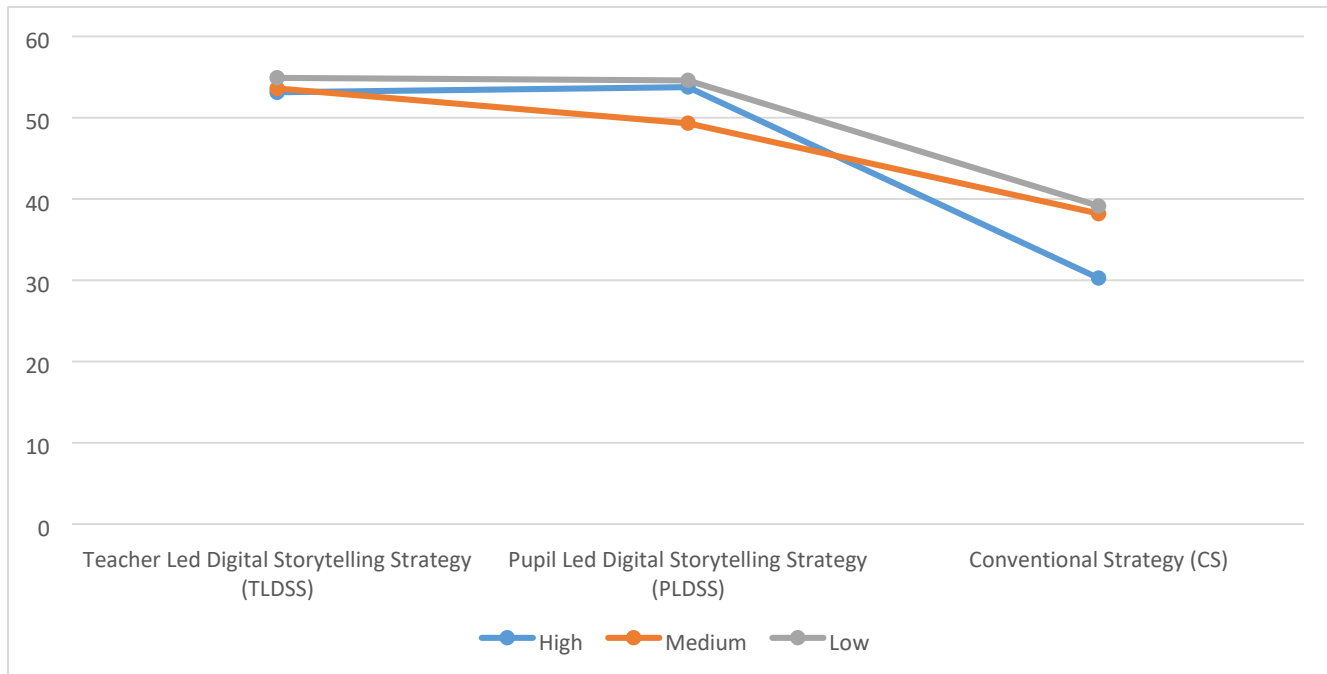


Fig. 4.1: Treatment and Computer Literacy on Pupils' Value Acquisition in Christian Religious Studies

Figure 4.1 indicated that low computer literacy pupils had highest value acquisition mean score (54.90) in teacher led digital storytelling strategy and was followed by medium computer literacy pupils (53.58) while high computer literacy pupils exposed to teacher led digital storytelling strategy had the lowest mean score (53.10). Low computer literacy pupils (54.58) had the highest mean score in value acquisition among those exposed to PLDSS and followed by high computer literacy pupils in PLDSS (53.75) while medium computer literacy pupils had the lowest mean score among pupils exposed to PLDSS (49.31). The results also revealed that low computer literacy pupils had highest value acquisition mean score in conventional strategy (39.14), followed by medium computer literacy pupils in conventional strategy (38.18) and lastly by high computer literacy pupils in conventional strategy (30.26). The interaction is disordinal. This means that not the same group of pupils in the strategy group by computer literacy have better acquisition of values in CRS.

Ho4b: There is no significant interaction effect of treatment and computer literacy on pupils' achievement in CRS

Table 4.5 revealed that there is no significant interaction effect of treatment and computer literacy on pupils' achievement ($F_{(4,431)} = 0.54$; $p > .05$; partial $\eta^2 = 0.01$). Thus, hypothesis 4b was not rejected. This implies that treatment and computer literacy have no interaction effect on pupils' achievement in CRS.

Ho4c: There is no significant interaction effect of treatment and computer literacy on pupils' attitude to CRS.

Table 4.8 showed that there is a significant interaction effect of treatment and computer literacy on pupils' attitude to CRS ($F_{(4,431)} = 3.50$; $p < 0.05$, partial $\eta^2 = 0.03$). The effect is 3.0%. This indicates that 3.0% variation in pupils' attitude to CRS was accounted for by the treatment and computer literacy. Thus, hypothesis 4c was rejected. This means that treatment and computer literacy have interaction effect on pupils' attitude to CRS. To explore the interaction effect, Figure 4.2 presents the interaction in line graph.

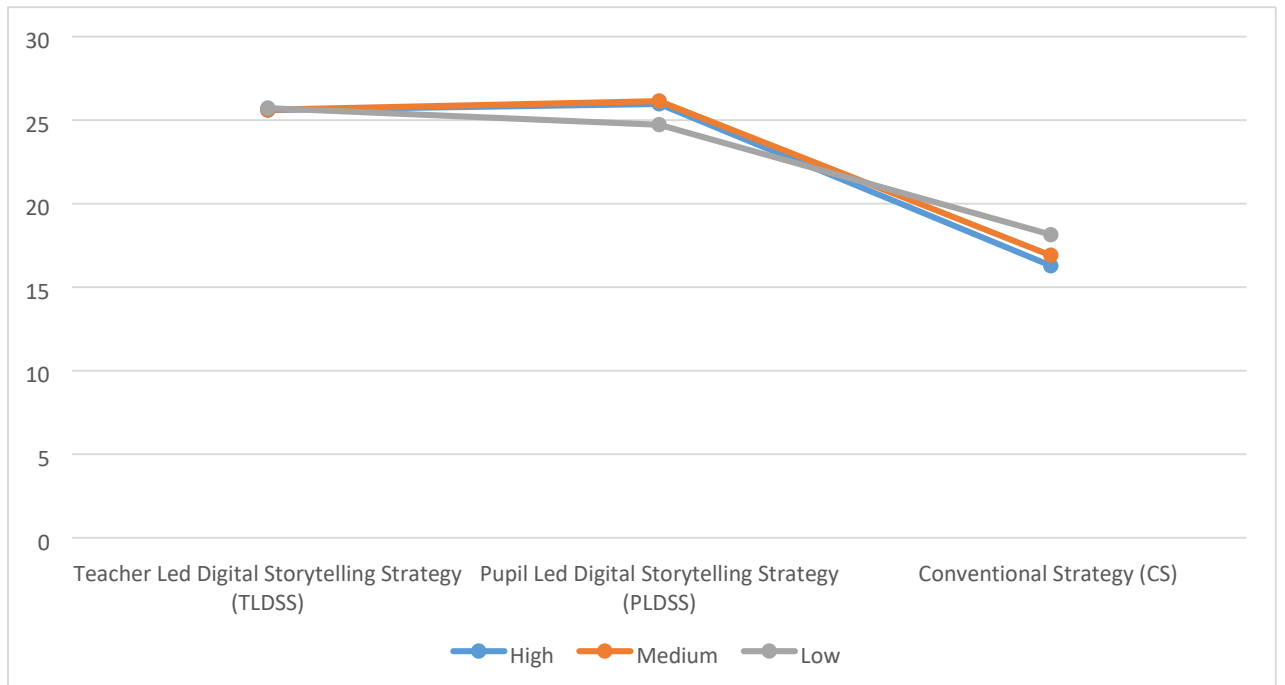


Fig. 4.2: Treatment and Computer Literacy on Pupils' Attitude to CRS

Figure 4.2 indicated that medium computer literacy pupils had the highest attitude to CRS mean score (26.14) among pupils exposed to PLDSS and was followed by high computer literacy pupils (25.96), while low computer literacy pupils had the lowest mean score in attitude (24.72) among those exposed to the PLDSS. Low computer literacy pupils (25.72) had the highest attitude to CRS mean score among pupils exposed to the teacher led digital storytelling strategy, followed by medium computer literacy (25.62) while high computer literacy pupils had the lowest mean score (25.59) in teacher led digital storytelling strategy. Low computer literacy pupils had the highest attitude to CRS mean score (18.14) among pupils exposed to the conventional strategy, followed by medium computer literacy pupils (16.90) and lastly by high computer literacy pupils in conventional strategy (16.28). The interaction is disordinal. This means that not the same group of pupils in the strategy group by computer literacy have better attitude to CRS.

Ho5a: There is no significant interaction effect of treatment and gender on pupils' value acquisition in CRS

Table 4.1 revealed that there is no significant interaction effect of treatment and gender on pupils' value acquisition in CRS ($F_{(2,431)} = 0.91$; $p > .05$, partial $\eta^2 = 0.00$). Thus, hypothesis 6a was not rejected. This implies that treatment and gender have no interaction effect on pupils' value acquisition in CRS.

Ho5b: There is no significant interaction effect of treatment and gender on pupils' achievement in CRS

Table 4.4 revealed that there is no significant interaction effect of treatment and gender on pupils' achievement in CRS ($F_{(2,431)} = 0.09$; $p > .05$, partial $\eta^2 = 0.00$). Thus, hypothesis 5b was not rejected.

This implies that treatment and gender have no interaction effect on pupils' achievement in CRS.

Ho5c: There is no significant interaction effect of treatment and gender on pupils' attitude to CRS Table 4.7 revealed that there is no significant interaction effect of treatment and gender on pupils' attitude to CRS ($F_{(2,431)} = 1.40$; $p > .05$, partial $\eta^2 = 0.01$). Thus, hypothesis 5c was not rejected. This means that treatment and gender have no interaction effect on pupils' attitude to CRS.

Ho6a: There is no significant interaction effect of computer literacy and gender on pupils' value acquisition in CRS

Table 4.2 showed that there is no significant interaction effect of computer literacy and gender on pupils' value acquisition in CRS ($F_{(2,431)} = 0.74$; $p > .05$, partial $\eta^2 = 0.00$). Thus, hypothesis 6a was not rejected. This means that computer literacy and gender have no interaction effect on pupils' value acquisition in CRS.

Ho6b: There is no significant interaction effect of computer literacy and gender on pupils' achievement in CRS

Table 4.5 showed that there is no significant interaction effect of computer literacy and gender on pupils' achievement in CRS ($F_{(2,431)} = 0.66$; $p > .05$, partial $\eta^2 = 0.00$). Thus, hypothesis 6b was not rejected. This means that computer literacy and gender have no interaction effect on pupils' achievement in CRS.

Ho6c: There is no significant interaction effect of computer literacy and gender on pupils' attitude to CRS

Table 4.8 showed that there is no significant interaction effect of computer literacy and gender on pupils' attitude to CRS ($F_{(2,431)} = 2.56$; $p > .05$, partial $\eta^2 = 0.01$). Thus, hypothesis 6c was not rejected. This implies that computer literacy and gender have no interaction effect on pupils' attitude to CRS.

Ho7a: There is no significant interaction effect of treatment, computer literacy and gender on pupils' value acquisition in CRS

Table 4.2 indicated that there is no significant interaction effect of treatment, computer literacy and gender on pupils' value acquisition in CRS ($F_{(4,431)} = 0.96$; $p > .05$, partial $\eta^2 = 0.01$). Hence, hypothesis 7a was not rejected. This indicates that treatment, computer literacy and gender have no interaction effect on pupils' value acquisition in CRS.

Ho7b: There is no significant interaction effect of treatment, computer literacy and gender on pupils' achievement in CRS

Table 4.5 indicated that there is no significant interaction effect of treatment, computer literacy and gender on pupils' achievement in CRS ($F_{(4,431)} = 0.71$; $p > .05$, partial $\eta^2 = 0.01$). Hence, hypothesis 7b was not rejected. This indicates that treatment, computer literacy and gender have no interaction effect on pupils' achievement in CRS.

Ho7c: There is no significant interaction effect of treatment, computer literacy and gender on pupils' attitude to CRS

Table 4.8 indicated that there is no significant interaction effect of treatment, computer literacy and gender on pupils' attitude to CRS ($F_{(4,431)} = 1.09$; $p > .05$, partial $\eta^2 = 0.01$). Hence, hypothesis 7c was not rejected. This indicates that treatment, computer literacy and gender have no interaction effect on pupils' attitude to CRS

4.3 Discussion of findings

4.3.1 Main effect of treatment on pupils' value acquisition in CRS

The results revealed a significant main effect of treatment on pupils' value acquisition in CRS. The highest value acquired favoured the teacher led digital storytelling group and was followed by PLDSS and conventional groups. The findings showed that teacher led digital storytelling and PLDSS strategies were more effective than the conventional strategy in the acquisition values in CRS. The effectiveness of these two experimental strategies might be due to the fact that they engage students in discussing the topics presented in the story and also helps them organise their findings and conceptions in a more understandable way.

The higher value acquisition scores of pupils in teacher led digital storytelling strategy may be due to the fact that it provides teacher the opportunities to serve as a tutor and at the same time as a facilitator to guide the pupils, advise them, motivate them, giving them feedback and helping them achieve the stated objective; that is, it allows interaction. The effectiveness of teacher led digital storytelling strategy is in support of theory of Piaget Constructivism that teachers should build learning environment that encourages creative problem-solving, based on collaboration and peer to-peer communication. The result of the efficacy of teacher led digital storytelling strategy supports the findings of Burmark (2004) that digital storytelling is an effective approach for helping students to collect information, create new ideas, and organise their knowledge, which can improve their comprehension of the learning content.

PLDSS was found to be more effective than conventional strategy. This might be due to the fact that pupils were allowed to interact with their environment, create ideas and organised them. Here teachers no longer need to lead and teach all the time but only

served as facilitators. The result of the effectiveness of pupil led digital storytelling strategy over the conventional strategy is in support of the Piaget constructivist theory that when pupils have personal interpretation with what they are taught in the classroom, their educational learning outcomes improve. The result of the effectiveness of pupil led digital storytelling over the conventional strategy lends credence to the findings of Robin (2008) who indicates that digital storytelling not only engages students in discussing the topics presented in the story, but also helps them organise their findings and conceptions in a more understandable way.

4.3.2 Main effect of treatment on pupils' achievement in CRS

The results revealed a significant main effect of treatment on pupils' achievement in Christian religious studies. The result revealed that pupils taught with the pupil-led digital storytelling strategy had highest achievement scores, followed by the teacher-led digital storytelling and conventional strategies respectively. The effectiveness of the experimental strategies (pupil and teacher led digital storytelling strategies) may be due to the fact that they allow pupils to enhance their information gathering and problem-solving skills, and to facilitate their ability to work in a collaborative team (Meadows, 2003 and Robin, 2009). It may also be due to the fact that it creates a learning environment conducive to learning and promotes the highest levels of motivation, learning and achievement for all learners (McCombs and Whisler, 1997).

The efficacy of pupil led digital storytelling strategy over both teacher led digital storytelling and conventional strategies may not be unconnected with the fact that the strategy allowed active learning whereby pupils have greater input into what they learn, how they learn it, and when they learn it. The efficacy of pupil led digital storytelling gives credence to the Piagetian cognitive theory that the developing child builds cognitive structures (mental maps) for understanding and responding to physical experiences within their environment and this may result in pupils' improved achievement. The findings lend credence to the findings of Sadik (2008) and Morris (2011) who found in their separate studies that this strategy motivates learners and maximizes positive effect on learning. The result supported the findings of Smeda, Dakich and Sharda (2014) that digital storytelling strategy increases students' communication abilities, which results

from cooperation and collaboration between groups, different groups, and in helping each other with technical or grammar issues.

The findings also showed that teacher led digital storytelling strategy was more effective than conventional strategy. This might be due to the fact that the strategy involves think-aloud options for pupils which essentially guides the learners through digital storytelling to a desired outcome (Ericikan, Arim, Law, Domene, Gagnon and Lacroix, 2010). It allows teachers to guide, support and gradually prompt learners as they compile and build knowledge through digital storytelling.

Learners are also assigned responsibility to as much as each learner can effectively take. The result of the effectiveness of teacher led digital storytelling strategy over the conventional strategy supported the findings of Kaplan and Owings (2001) that teachers who learn and practice sound pedagogical practice techniques can affect students' measured achievements and that students whose teachers have strong content knowledge and have learned to work with students who come from different cultures or have special needs perform better than their peers while learning with digital storytelling.

4.3.3 Main effect of treatment on pupils' attitude to CRS

The results revealed a significant main effect of treatment on pupils' attitude to CRS. The highest value acquired favoured the teacher led digital storytelling group and was followed by pupil led digital storytelling strategy PLDSS and conventional groups. The findings showed that teacher led digital storytelling and pupil led digital storytelling PLDSS strategies were more effective than the conventional strategy in developing positive attitude to CRS. The efficacy of these two experimental strategies might be due to the fact that they engaged pupils to create new ideas, interact by discussing the ideas created from the story and then organise their ideas in a more meaningful way.

The higher attitude scores of pupils in teacher led digital storytelling strategy might be due to the fact that it provides teacher the opportunities to give feedback to pupils and also help them to facilitate pupils' learning through interaction. A well-organised story session can encourage the learners and also help them to explore many features of the language (Loukia, 2006). The result of the efficacy of teacher led digital storytelling strategy supports the findings of Banaszewski and Paull (2002, 2005) that

teacher led digital storytelling strategy effectively captivates and motivates students by increasing students' motivation and engagement levels.

Pupil led digital storytelling strategy was found to be more effective than conventional strategy. This might be due to the fact that pupils were allowed to interact with their environment. This means that it allows pupils to take responsibility of their own learning and directly involved in the learning process (Weimer, 2002; Wohlfarth et.al., 2008).The result of the effectiveness of pupil led digital storytelling strategy over the conventional strategy is in support of the Piaget constructivist theory that when pupils have personal interpretation with what they are taught in the classroom, their educational learning outcomes improve. The result of the effectiveness of pupil led digital storytelling over the conventional strategy supports the findings of Sadik (2008) and Morris (2011) that this strategy motivates learners and maximizes positive effect on learning.

4.3.4 Main effect of computer literacy on pupils' value acquisition in CRS

Computer literacy was found to have no significant main effect on pupils' value acquisition in CRS. This might be unconnected with the fact that the treatment provided equal learning condition for pupils, regardless of their computer literacy levels. However, low computer literacy pupils had better value acquisitions than their medium and high counterparts, but this difference was not statistically significant. The findings negate the belief, shared among the instructional faculty that a higher level of computer literacy can lead to enhanced student academic performance, increased employment opportunities, and perhaps future success on the job (Trauth, Zhao, Ray, Dye, and David, 1998, McAlum, 1999).

4.3.5 Main effect of computer literacy on pupils' achievement and attitude to CRS

Computer literacy was found to have no significant main effect on pupils' achievement in CRS. Low computer literacy pupils had better achievement gain than their high and medium counterparts though not significant. Same with medium computer literacy pupils had better achievement gain than their low and high counterparts. The findings disagreed with Roschelle, et al (2000) that computer technology in the

classroom, supports learning and helps develop critical thinking, analysis, and scientific inquiry.

4.3.6 Main effect of gender on pupils' value acquisition and achievement in CRS

Gender was found to have no significant main effect on pupils' value acquisition and achievement in CRS. Although, there was difference in the post-value and achievement mean scores of male and female students in favour of male pupils, these differences were not statistically significant. This could be attributed to the fact that the treatment is suitable to both sexes as it provides both male and female the equal learning conditions to participate actively in the learning process. This may have accounted for the equal gain in value acquisition and achievement. The finding of nonsignificant effect of gender disagrees with the findings of Abosede (2007) and Ewumi (2012) who found that gender had negative significant effect on students' achievement. The result also disagrees with Asogwa and Echemazu (2011) who revealed that gender had significant main effect on students' achievement in Christian religious studies.

4.3.7 Main effect of gender on pupils' attitude to CRS

Gender was found to have a critical principal impact on Pupils' attitude to Christian religious studies. The outcomes showed that male pupils performed superior to their female partners in attitude. This suggests the treatment had no equivalent impact on the pupils when their sex is placed into thought. This could be ascribed that the treatment is not reasonable to both genders as it gives more attitudinal help to male than their female partners; thus, the predisposition seen on their impact on pupils' attitude. The discoveries of a huge principal impact of gender was in conflict with the discoveries of Olagunju and Babayemi (2014) that gender had no huge fundamental impact on attitude. This also contradicts the discoveries of Bain, and Rice (2006) who found no noteworthy principal impacts of gender on the members' attitude towards technology.

4.3.8 Interaction effect of treatment and computer literacy on pupils' value acquisition

The study revealed that there was a significant interaction effect of treatment and computer literacy on pupils' value acquisition in CRS. This implies that treatment and computer literacy had effect on pupils' value acquisition in CRS. It was observed that low computer literacy pupils from teacher led digital storytelling strategy had higher values acquisition gained than their counterparts from other groups. This might be due to the fact the strategies gave low computer literacy pupils opportunity to apply the ideas gained during learning process by interacting with the teacher and the environment.

4.3.9 Interaction effect of treatment and computer literacy on pupils' achievement

The study revealed that there was no significant interaction effect of treatment and computer literacy on pupils' achievement in CRS. This implies that treatment and computer literacy had no effect on pupils' achievement in CRS. It was observed that high computer literacy pupils from teacher led digital storytelling strategy had higher value acquisition obtained for counterparts from other groups. This was attributed to the fact that the treatment package designed to improve computer literacy have no interaction effect on pupil's achievement in CRS.

4.3.10 Interaction effect of treatment and computer literacy on pupils' attitude to CRS

The study indicated that there was a significant interaction effect of treatment and computer literacy on pupils' attitude to CRS. This means that treatment and computer literacy had effect on pupils' attitude to CRS. The results further revealed that low computer literacy pupils from teacher led digital storytelling strategy had higher attitudinal gained than their counterparts from other groups. This might be due to the fact that the strategy gave the teacher opportunity to guide and facilitate the learning activities of low computer literacy pupils through their interaction.

4.3.11 Interaction effect of treatment and gender on pupils' value acquisition in CRS

The study revealed that the interaction effect of treatment and gender was found to have no significant main effect on pupils' value acquisition in CRS. This implies that treatment and gender had no effect on pupils' value acquisition in CRS. This could be attributed that the treatment is suitable to both sexes either male or female when their values acquisition is put into consideration.

4.3.12 Interaction effect of treatment and gender on pupils' achievement in CRS

The study revealed that there was no significant interaction effect of treatment and gender on pupils' achievement in CRS. This implies that treatment and gender had no effect on pupils' achievement in CRS. This could be attributed to the fact that treatment administration is suitable for both gender but differences between them are not specified and specific especially when their achievement is put into consideration.

4.3.13 Interaction effect of treatment and gender on pupils' attitude to CRS

The study indicated that there was no significant interaction effect of treatment and gender on pupils' attitude to CRS. This indicated that treatment and gender had no effect on pupils' attitude to CRS. It was also observed that male pupils from teacher led digital storytelling strategy had higher better attitudinal score but this difference was not statistically significant.

4.3.14 Interaction effect of computer literacy and gender on pupils' value acquisition in CRS

The study showed that the interaction effect of computer literacy and gender was found to have no significant main effect on pupils' value acquisition in CRS. This implies that computer literacy and gender had no effect on pupils' value acquisition in CRS. It was also observed that male pupils from low computer literacy group had higher values acquisition score but this difference was not statistically significant.

4.3.15 Interaction effect of computer literacy and gender on pupils' achievement in CRS

The study revealed that the interaction effect of computer literacy and gender was found to have no significant main effect on pupils' achievement in CRS. This implies that computer literacy and gender had no effect on pupils' achievement in CRS. It was also observed that male pupils from high computer literacy group had higher achievement score.

4.3.16 Interaction effect of computer literacy and gender on pupils' attitude to CRS

The study revealed that the interaction effect of computer literacy and gender was found to have no significant main effect on pupils' attitude to CRS. This implies that computer literacy and gender had no effect on pupils' attitude to CRS. It was also observed that male pupils from low computer literacy group had better attitude.

4.3.17 Interaction effects of treatment, computer literacy and gender on pupils' value acquisition, achievement in and attitude to CRS

The result obtained showed that the three-way interaction effects of treatment, computer literacy and gender on pupils' value acquisition, achievement in and attitude to CRS were not significant. This means that if the same treatment is given to male and female pupils from high and low computer literacy level pupils, similar results would be obtained in value acquisition, achievement and attitude to CRS.

4.4 Summary of findings

There was a significant main effect of treatment on pupils' value acquisition, achievement in and attitude to CRS. Pupils in teacher led digital storytelling strategy had the better post-value acquisition gained and attitude scores in CRS while pupils from PLDSS strategy had the better post-achievement score in CRS. This is in line with the findings of Pitler (2006) that application of technology helps to increase students' learning, understanding, achievement, and also helps to augments their motivation to learn, encourage collaborative learning, and develop critical thinking and problem-solving strategies.

The report also indicated that there was no significant main effect of computer literacy on pupils' value acquisition, achievement in and attitude to CRS. This report goes contrary to the work of Dakich (2008) who pointed that digital storytelling fabricates students' innovation abilities and improves learning outcomes. There was no significant main effect of gender on pupils' value acquisition, achievement in and attitude to CRS. This also in support of Robinson in Nuthanap (2007), revealed that gender variety among high achievers was impacted by insight. Different properties of age and gender contrast among high achievers incorporated guardians' goal, convictions and financial status (Nuthanap, 2007).

The interaction effects of treatment and computer literacy were significant on pupils' value acquisition and attitude to CRS but not significant on pupils' achievement. Low computer literacy pupils from teacher led digital storytelling strategy had higher values acquisition gained and attitudinal score in CRS. There was no significant interaction of treatment and gender on pupils' value acquisition, achievement in and attitude to CRS. The report affirm Abosedo (2007) that there was no huge connection among gender and scholarly achievement; and that there was no noteworthy connection between financial status and scholastic achievement.

There was no significant interaction of computer literacy and gender on pupils' value acquisition, achievement in and attitude to CRS and no significant interaction effect of treatment, computer literacy and gender on pupils' value acquisition, achievement in and attitude to CRS respectively.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 Summary

This study examined Two Digital Storytelling Strategies and Primary School Pupils Learning Outcomes in CRS in Lagos State, Nigeria. The moderating effects of computer literacy and gender were also examined. Seven null hypotheses were formulated and tested at 0.05 level of significance. Piaget Constructivist Theory provided the framework, while the pretest-posttest control group quasi-experimental design was adopted using a 3x2x3 factorial matrix. The study covered Primary Six CRS pupils randomly selected from nine primary schools in selected three Local Educational Areas in Lagos State, Nigeria. One intact class of primary six pupils was randomly selected from each school making a total of nine intact classes. The intact classes were randomly assigned to the experimental and control groups. The instruments used were Teachers' Instructional Guides, Pupils Achievement Test in CRS (0.82); Pupils' Attitude (0.87); Pupils' Value-acquisition (0.79); Pupils' Computer Literacy Level (0.74) Questionnaires. Treatment lasted 11 weeks. Data were analysed using descriptive statistics, Analysis of covariance and Bonferroni post-hoc test at 0.05 level of significance.

There findings revealed that there was a significant main effect of treatment on pupils' value acquisition, achievement in and attitude to CRS. Pupils in teacher led digital storytelling strategy had the better post-value acquisition gained and attitude scores in CRS. While pupils from PLDSS had the better post-achievement score in CRS. There was no significant main effects of computer literacy and gender on pupils' value acquisition, achievement in and attitude to CRS. The interaction effects of treatment and computer literacy were significant on pupils' value acquisition and attitude to CRS in favour of low computer literacy pupils from teacher led digital storytelling strategy. The two-way interaction effect of treatment and gender on pupils' value acquisition, achievement in and attitude to CRS were not significant. Computer literacy and gender had no effect on pupils' value acquisition, achievement in and attitude to CRS.

Also, there was no significant interaction effect of treatment, computer literacy and gender on pupils' value acquisition, achievement in and attitude to CRS.

5.2 Educational implication

The findings have shown the effectiveness of using digital storytelling strategy on pupils. The findings of this study have revealed that the exposure of the pupils to teacher and PLDSS strategies have been found to positively affect the acquisition of values, enhanced achievement and attitudes to CRS. The findings have therefore revealed the importance of using strategies that are teacher guided and pupils' participatory and learner-centred where pupils are taught to create and organise their own learning processes for effective learning. The study revealed that computer literacy and gender had no effect on pupils' acquisition of values, enhanced achievement and attitudes to CRS.

This indicated the methods of instruction used by the teacher was the determinants of pupils' learning outcomes in CRS. Hence, the need for CRS teachers to adopt and enhance learning through the use of these strategies. The strategies were found to be more suitable for low computer literacy pupils from teacher led digital storytelling strategy in term of value acquisition and attitude, while the strategies favour low computer literacy pupils from PLDSS in terms of achievement.

5.3 Contributions to knowledge

The study contributed to knowledge in the following ways:

- i. TLDSS and PLDSS enhanced pupils' acquisition of values, achievement and development of positive attitude to Christian religious studies.
- ii. The study would make pupils acquire relevant values such as moral upright and peaceful coexistence, achievement and attitude by integrating into the teaching and learning situation digital story telling based experiences.
- iii. The study would expand the existing body of knowledge on teacher and PLDSS strategies, particularly as these strategies relate to CRS concepts. It would

provide empirical evidence that will increase the knowledge of Christian religious education concepts and students' attitude to resources in the subject.

- iv. The strategies effectively enhanced pupils' values and attitude to CRS of low computer literacy pupils in teacher led digital storytelling strategy
- v. The strategies effectively improved pupils' achievement in CRS of low computer literacy pupils in PLDSS

5.4 Conclusion

Based on the findings of this study, it was established that teacher and PLDSS strategies were found to improve acquisition of values, achievement gain and positive attitude to Christian religious studies as compared with the conventional strategy. It was found that computer and gender had no main effect on pupils' values acquisition, achievement and attitude to Christian religious studies. The strategies are more suitable to low computer literacy pupils in terms of values acquisition and attitude; Hence, teacher and PLDSS strategies can be used to effectively enhance the acquisition of values and development of positive attitude of low computer literacy pupils.

5.5 Recommendations

In view of the findings of this study, the following recommendations were made

1. Teachers should adopt teacher and PLDSS strategies in the teaching of CRS concepts to enhance pupils' acquisition of values, achievement and attitude to CRS.
2. Teachers should facilitate the use of teacher and PLDSS strategies in schools to improve pupils' acquisition of important values in the subject that are germane for peaceful coexistence.
3. Government should organize a re-training programme for the in-service and pre-service teachers in the effective use of teacher-led and pupil-led digital storytelling strategies and CRS teachers at the primary school level.
4. School administrators, Parents Teachers Association (PTA), Community, NGOs and even government should facilitate the availability of computer systems in the

Primary school. This would help them to effectively apply these two strategies in teaching of Christian religious studies, especially in the areas of values.

5.6 Limitation to the study

The study focuses on the use of TLDSS and PLDSS strategies on some CRS concepts in primary schools. Certain factors served as limitation to the conduct of the study. Some of the selected schools do not have computer laboratories therefore the participants have to be taken to district educational computer centers. However, other schools with computer laboratories were challenged with technical failure such as power supply and network failure. Finally, because of the nature of the interventions other pupils that were not part of the study were causing distractions by standing around the windows to watch learning activities.

5.7 Suggestions for further studies

Based on the limitations to the study, the following suggestions are made for further researchers: computer laboratory should be made available in all government own primary school levels of education. Similarly, schools with laboratory should be equipped with standby generator and internet connection by appropriate authority such as parent teacher association (PTA) and philanthropies. Also, further studies should focus on the use of teacher and TLDSS strategies in other concepts of CRS not examined in this study. This could be replicated in other related subjects, such as Islamic religious studies and civic education. It is also suggested that similar studies could be extended to the variables likes academic ability levels, cognitive styles and personality traits of students. The study could also be replicated in all the six geopolitical zones in Nigeria; using more local government areas, states, schools, teachers and students, so that a more generalisation could be made.

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APPENDIX 1

PUPILS' ACHIEVEMENT TEST IN CRS

SECTION A: PERSONAL INFORMATION

Name of school:

Gender:

SECTION B: Answer all the questions. Tick the right answer out of the four options supplied.

Time allowed: 45 minutes

1. Why did Paul go to Damascus?
 - a. He went on a business trip.
 - b. He went to build the church.
 - c. He went to arrest the Christians.
 - d. He went to encourage the Christians.
2. What happened to Paul on the way to Damascus?
 - a. He fell from his horse.
 - b. He was struck by lightning from God.
 - c. He slept off.
 - d. He met Jesus.
3. Who spoke to Paul on the way to Damascus?
 - a. An Angel
 - b. Jesus
 - c. Cain
 - d. Lord
4. Paul was baptised by.....
 - a. Ananias.
 - b. Saul.
 - c. Judas.
 - d. Peter.
5. Paul's conversion brought:
 - a. peace to the church.
 - b. other missionaries to the Gentile churches.

- c. writers and other believers to write most of the books of the New Testament.
 - d. the pioneering of the Christian Association of Nigeria (CAN).
6. A structured and defined action stating what you want to do is called_____
- a. goal.
 - b. arrow.
 - c. objection.
 - d. instruction.
7. The two types of goals are.....
- a. medium term goal and long term goal.
 - b. fixed term goal and long term goal.
 - c. long term goal and specific short term goal.
 - d. short term goals and long term goals.
8. We set goals in order to be.....
- a. poor.
 - b. successful.
 - c. lazy.
 - d. dull.
9. One of the steps to achieve ones' goals is to
- a. depend on ones' teacher.
 - b. create time to play with ones friends.
 - c. write out what you want to do.
 - d. attend after-school lessons.
10. Which of these apostle(s)wrote about hard work in the New Testament?
- a. Mark
 - b. Luke
 - c. Matthew
 - d. Paul
11. The Bible used the ____ as an example of hard work in Proverbs 6. a. ant
elephant owl lion

12. Paul wrote to the _____ church when he learnt that some of them refused to work.
- a. Christian
 - b. Damascus
 - c. Jerusalem
 - d. Thessalonian
13. _____ was the reason behind Paul's letter to the church.
- a. The brethren's laziness
 - b. God's direction
 - c. Anger
 - d. Work of love
14. _____ overcame temptation in Pharaoh's house.
- a. Mathias
 - b. Joseph
 - c. Jesus
 - d. Jonah
15. The devil tempted Jesus Christ _____ times.
- a. one
 - b. two
 - c. three
 - d. four
16. We can overcome temptations by
- a. being vigilant.
 - b. being careful with friends.
 - c. keeping the rules and laws in the school.
 - d. being able to control oneself.
17. The root of corruption is
- a. self-discipline. self-control. selfishness. self indulgence.
18. We must frown at all forms of corruption because it is an act of _____
- a. love.
 - b. dishonesty.

- c. happiness.
 - d. fun.
19. In the wilderness,tempted Jesus Christ.
- a. mother
 - b. father
 - c. God
 - d. the Devil
20. _____ means the courage to do wrong.
- a. Caring
 - b. Discipline
 - c. Corruption
 - d. Justice
21. Daniel and his friends refused to defile themselves with the king's or royal rations of
- a. salad.
 - b. food.
 - c. beans.
 - d. drinks.
22. The Bible mentions the names of Daniel's _____ friends.
- a. two
 - b. three
 - c. four
 - d. five
23. Daniel and his friends were in the land of
- a. Jerusalem.
 - b. Philistia.
 - c. Bethlehem.
 - d. Babylon.
24. Moderation means _____
- a. living modestly.
 - b. being impatient.

- c. lack of respect.
 - d. abusing older people.
25. Forming the habit of over feeding most times leads to_____
- a. fatness and good looks.
 - b. obesity and being light in complexion.
 - c. diabetes and dark in complexion.
 - d. obesity.
26. _____ is the legal tender use for business transaction.
- a. Plastic
 - b. Blackboard
 - c. Shelve
 - d. Money
27. _____ warned Judas against being greedy and covetous in Luke. 12:15.
- a. Jesus
 - b. Paul
 - c. Mark
 - d. James
28. The love of money and wealth is
- a. dangerous.
 - b. good.
 - c. healthy.
 - d. good success.
29. We are supposed to use money and wealth to
- a. feed ourselves alone. serve God and other people.
- paint our houses. take
care of our families.
30. he root of all evil according to 1Tim. 6:10 is
- a. disobedience.
 - b. indiscipline.
 - c. love of the world.
 - d. love of money.

Marking Guide on Pupils' Achievement Test on CRS for Primary Six

1. C
2. B
3. B
4. A
5. A
6. A
7. D
8. B
9. C
10. D
11. A
12. D
13. A
14. B
15. C
16. D
17. C
18. B
19. D
20. C
21. B
22. B
23. D
24. A
25. D
26. D
27. A
28. A
29. B
30. D

APPENDIX 2

PUPILS’ ATTITUDE TOWARDS CRS QUESTIONNAIRE (PATOC) SECTION

A: PERSONAL INFORMATION OF PUPILS

Name:

School:

Sex: Female [] Male []

SECTION B

Instructions: Each of the statements below expresses what you feel about CRS as a subject. You are to tick in the box under the statement that best suits you, that is, whether you agree, you are not sure, or disagree with the feeling expressed in each statement.

Please feel free and make a tick [] on each item as applicable to you.

S/N	Statements	YES	NOT SURE	NO
1	The Study of CRS helps in making me behave well.			
2	The study of CRS make meto learn good values and tradition.			
3	CRS teaches me that truth is good.			
4	CRS is not good for my faith.			
5	CRS lessons promote respect for humanity.			
6	CRS promotes character formation.			
7	CRS is a difficult subject.			
8	CRS lessons do not respect the right of other people apart from Christians.			
9	CRS makes me to be obedient			
10	The knowledge of God from CRS makes me love others like myself.			
11	CRS helps me to improve on my attitude to God.			
12	CRS cultivates discipline in pupils.			
13	Lessons in CRS guide my interaction with other people.			
14	CRS will make pupils become responsible people in future.			
15	Learning CRS lessons teaches me how to cope with difficulties.			

APPENDIX 3

QUESTIONNAIRE ON PUPILS' COMPUTER LITERACY LEVEL (QPCLL)

INSTRUCTION: Please, indicate 'YES', 'NO' or 'NOT SURE' to items/statements in the following, by ticking as appropriate, to best show your belief on the items/statements.

S/N	ITEMS	YES	NOT SURE	NO
1	I can switch on a computer.			
2	I am always anxious when I am on the computer.			
3	I can operate a computer.			
4	I often play games on the computer at home.			
5	I am sure of my ability to work on the computer.			
6	I need someone to teach me how to use the computer.			
7	Computer often irritates me.			
8	My confidence on the computer is high.			
9	I am always afraid of spoiling my daddy's computer.			
10	My parents can operate a computer.			
11	I have more knowledge of the computer compared to last year.			
12	I am getting better on the computer because I now have it at home.			
13	I play with my daddy's computer everyday.			
14	My elder brother/sister taught me how to use the computer.			
15	I can mention five programs on the computer.			
16	All computers has physical keyboards.			
17	Every computer can work with external mouse.			
18	There is nothing like virtual keyboard on computers.			
19	Shut down is the same thing as hibernate.			
20	Computer enhances efficiency and effectiveness.			

APPENDIX 4

PUPILS' VALUE ACQUISITION QUESTIONNAIRE (PVAQ)

These scenarios are created to teach moral values in CRS and to measure the aggregate mean score of pupils value acquisition after being exposed to moral instruction in the classroom.

INSTRUCTION: Please, read through the stories and answer the questions under each of them.

Paul's Conversion (Change of Attitude)

Olu and Ade were fond of beating other children that were younger than them in their neighbourhood. Whenever, they came across the children in their neighbourhood, they would forcefully collect whatever they held in their hand (food, snacks, toys and money) and also beat them. One day, Olu was caught by one of the parents. He was reported at school and he was called out at the assembly ground by the head-teacher for misconduct. The head-teacher asked other students to also humiliate him. When Ade saw how Olu was treated, he decided to stop the act of oppressing the younger ones in their neighbourhood. He changed his attitude.

- a. Why were Olu and Ade maltreating the children in their neighbourhood?
- b. What prompted Ade to change his attitude towards the children?

Hard-work (Dedication)

Kola decides to be going through what was taught in school every day. Kola's friend- Tolu was not like him. He kept piling his note till examination period. Two days before the examination, there was heavy rain storm that affected the whole community. So, there was total blackout for almost a month. Tolu could not use the lantern or candle to read at night because of his bad sight, so he could not perform well in his promotion examination because he did not read ahead of the examination period. He did not meet up with the pass mark and has to repeat the class while Kola performed excellently as a result of his hard-work and dedication to his studies.

- a. What did Kola usually do after school hour?
- b. How was Tolu's performance in the examination?
- c. What would have been Tolu's performance if he had prepared well?

Temptation and Corruption (Self-discipline)

A woman, Mrs Ola kept bundles of money in her wardrobe and went to church for a mid-week programme. The programme was prolonged; so she called her son, Soji to take money from her wardrobe to buy plantain and pepper for dinner.

Soji opened the wardrobe and found bundles of Naira Notes in one side of his mummy's wardrobe. A thought came to his mind to take more than #1000.00 note that her mummy instructed her to take. That thought continued in his mind that the mother would not know that he took additional amount of money because there were many Naira notes there. As he was contemplating of taking the money, he remembered one of the 10 commandments which say, "Thou shall not steal", and refrained from doing what he intended.

- a. How much was Soji instructed to take from her Mummy's wardrobe?
- b. The thought/ urge of taking more than #1,000 will be described as _____

Corruption

Tinu was taken out to a birthday party by her friend Tutu. The audience were asked to serve themselves. There were different types of assorted food placed on the table. Tutu saw different delicacies and she desired to taste all. She decided to take the food one after the other. She ate and was overfed which became problem for her. She was not comfortable again till they left the party.

She managed to get home, but vomited throughout the night, and she was rushed to the hospital.

- a. How was the food served at the birthday party?
- b. What was Tutu's reaction to the foods at the party?
- c. What was the outcome of her action?

Goal (Determination and Focus)

Kola realized that his family was poor. The history of his family showed that no one had ever gone beyond SS3 academically. His uncles, nieces and nephews were not educated or have good jobs/ vocations at hand. Kola decided to change the history of his family by determining to focus on his academic pursuit which would make him a better person in future. He set a target for himself in his studies.

His friends tried to derail him to lose focus by inviting him to play football with them, attend parties together, watch films and discourage him from studying. He held on to his plans and determination. At the end, he went to the university to study Accountancy. He came out with first class degree in Accountancy. After his National service, he got a job with the Central Bank of Nigeria.

- a. What was the target set by Kola?
- b. What was the result of Kola's determination?

Moderation

Aminat was a student of Ahmadu Bello University, Zaria. Her parents were teachers. They gave her #16,000 monthly for her welfare and upkeep.

Her two close friends she shared with were Jumai and Kande. Jumai and Kande came from well to do families. They received huge amounts for their upkeep in school. So, they had enough money to buy all sort of things.

Aminat wanted to be spending like Jumai and Kande so, she resorted to borrowing money to buy expensive dresses, shoes and bags for parties and outings. She copied Jumai and Kande who always bought the latest outfits on campus.

One day, Jumai decided to collect all her money that was borrowed by Aminat who had no money to pay back as at that time. Jumai and Kande joined hands to humiliate her by laughing at her, shouting on her before many people, and deciding not to be friends with her again.

If she was contented and lived within the financial resources of her parents, she would not have been disgraced and insulted publicly.

- a. Why was Aminat disgraced and humiliated?
- b. Why did Aminat want to spend more than her allowance?
- c. Why was she not satisfied with the little that she has?

Love of money (Greed)

Toye was a student of Ogo Oluwa Community Secondary School, Ijebu-Jesa. He was in JSS II. His best friend's name was Wole. As they walked to and from school every day, these two friends had nothing to discuss than how to be wealthy in life. They were

bent on becoming rich at all cost to the extent that whenever their friends and colleagues forgot their belonging in the classroom these two friends would take them to sell to have money.

One day, their class teacher left her phone on the table in the classroom during the long break. The teacher went to the restroom while the other students were playing and enjoying their break. Toye sneaked into the classroom and took his teacher's phone and hid it in Wole's bag.

On their way home, they went to a nearby market to sell the stolen phone but a teacher saw them and apprehended them. The following day, they were both called out on the assembly ground and queried on why they stole their teachers' phone. They responded that they needed money, and their action led to their expulsion from the school.

- a. Why were Toye and Wole bent on becoming rich at all cost?
- b. What led to the expulsion of the two friends from school?

3.4.4 Pupils' Computer Literacy Level Questionnaire (PCLLQ): The primary school pupils' computer literacy level questionnaire (PCLLQ) was constructed by the researcher. PCLLQ was made for determining primary school pupils' computer literacy level and the skills required for digital storytelling strategy. There were 20 questionnaire items in PCLLQ. The positively worded PCLLQ items were rated on a 3 - point Likert-type scale as, Yes-3; Not Sure-2; to No-1.

The content and face validity of PCLLQ was determined and recommended for use by experts Computer Science. Further, experienced lecturers of English Language edited the use of English language and reconstructed ambiguous statements in PCLLQ. The final draft was recommended by all the experts as suitable for the study. Upon corrections, six questionnaire items were removed from the initial draft and PCLLQ finally had 20 items. The reliability of the final draft of PCLLQ was pilot tested and the Cronbach Alpha was 0.74.

3.4.5 Teachers' Guide on the Use of Digital Storytelling Instructional Package (TGUDIP):

The teachers' guide on the use of digital storytelling instructional package (TGUDIP) had information on the use of digital storytelling strategy. The CRS teachers that participated in the study used the guide for understanding how to develop digital stories, and the application of digital storytelling methodology in CRS classrooms. The steps involved are as follow:

1. Projector should be available to display Images, Audio and Video.

Firstly, the teacher should have a projector available to display the images of what the topic is all about. Sounds explaining the ongoing topic should be accurate with the displayed picture at each scene.

2. Set induction.

Pupils need to learn about the topic to create a base of information on which the story will be built. During this process, students learn both about validating information and information bias as they grow deeper into the topic. This stage requires a concise organization.

3. Introduce the pupils to the Storyboard/Plan.

Good stories start with a good script, but they don't end there. This is where transition into visual media literacies comes into place. Storyboarding is the first step towards understanding sound and images. It is the plan or blueprint that will guide decision making about images, video and sound.

Simple storyboards will just have room for images/video and the script.

4. Revisiting Slides for Emphasis

Pupils should be able to revisit and revise their storyboard. Each stages is designed to arouse continous interest from the learner.

5. Reflection and Feedback

Pupils should be given more time to reflect on what they are taught and questions should be entertained for effective content delivery.

PLDSS: The PLDSS was developed for learners to cooperatively learn together in groups or as peers. The process of classroom learning in PLDSS involved breaks or interjections, which provided opportunities for pupils to ask questions from members of their groups

and from the teachers. The breaks during lessons were for discussions and for assisting one another. PLDSS allowed for classroom interaction and cooperation at working together as expected of the pupil-centred environment. PLDSS strategy improved on the learners' motivation towards learning. It was found to be an effective pedagogical tool with powerful social interactions, because learners were motivated and they had good opportunities of working together as groups in PLDSS.

Conventional Method: The conventional method was believed to be traditional and popularly used by teachers. The conventional methodology assumed that teachers were repository of knowledge and that all information on lessons should be given to students. The students were passive during lessons and got to listen to instructions given by teachers and take notes. Conventional methodology did not allow students to contribute actively and lessons taught in a conventional classroom lacked creativity.

Objectives of the Digital Story Package

- i. To impart moral on the pupils;
- ii. To positively improve pupils' attitude towards CRS;
- iii. To improve pupils' achievement in CRS;
- iv. To engage the pupils' actively in the classroom;
- v. To make the teacher discover the benefits of using technology for instructional delivery in the classroom; and
- vi. To make the instruction real and meaningful to the pupils through engagement in the classroom.

Development of Prototype of the Digital Storytelling Package

The digital storytelling package was designed to teach morals in primary six CRS selected topics. The procedure for creating digital storytelling was followed in producing the package. The process began by selecting the topics for stories. The choosing of topics for digital stories was followed by the writing of scripts that would incorporate the curriculum content in each of the selected topics. Animations and illustrations were used to narrate the stories. Class activities were also incorporated with the stories. The prototype of digital storytelling package was validated by experts in Educational Technology and CRS teachers.

Feedback

The feedback obtained from experts, CRS teachers and primary six CRS pupils on the prototype of digital storytelling instructional package made the package to be better prepared for use. The pupils were interested in using the package for learning. CRS Teachers observed that the pupils could have issues in interpreting some words, and corrections were made. The CRS teachers finally expressed that the package is fitted for use in CRS classroom learning. Experts in educational technology indicated that the digital storytelling strategy would make learning interesting and meaningful in CRS classrooms. There were complains that the voice of narrator was too fast and monotonous. The experts called for adjustments on some animation. Corrections were made and the digital storytelling instructional package was finally recommended for use in the research.

Rubric for Evaluation of Digital Storytelling (REDST)

Experts in Educational Technology and CRS teachers evaluated the quality of digital storytelling instructional package and appropriateness of lessons and contents with the REDST. There were 10 criteria for evaluating the digital storytelling package in the rubric. The criteria were used and digital storytelling instructional package was found to be useful for the research.

Report from the Pilot Study of Digital Storytelling Package

A pilot study was carried out by the researcher at Oke-Ira Primary school, Oke-Ira Ogba, Lagos. Primary-six pupils were selected and the digital storytelling instructional package was used. 50 pupils were selected for teacher-led digital story group and another 50 pupils for pupil led digital story group.

The following challenges were observed during the pilot testing:

- i. The computers in sampled schools were not properly installed. The researcher provided four laptops for the pupil-led digital storytelling group to execute learning with the use of digital storytelling instructional package.
- ii. Irregular supply of electricity was experienced. The challenge was circumvented with use of electric power generators.

iii. CRS teachers and pupils that participated in the study got fascinated by the digital storytelling instructional package and wanted all CRS lessons with use of digital storytelling methodology.

iv. The CRS teachers were concerned about the challenges in managing the pupils in different groups, as the lessons were on-going.

APPENDIX 5A
CONVENTIONAL TEACHING STRATEGY
LESSON ONE

Topic: Paul's Early Life

Sub-Topic: Paul's Conversion

Duration of the Lesson: 35 minutes **Average Age of Learners:** 11 years

Instructional Materials: Pictures illustrating Paul on his way to Damascus

Reference Books: Holy Bible (RSV), CRS for Primary Schools 6 by S.A. Fatokun, R.O. Oke,

O.E. Fagbemide

Behavioural Objectives: At the end of the lesson, pupils should be able to;

- i. mention Paul's intention for traveling to Damascus;
- ii. narrate the events that happened to Paul on the way to Damascus;
- iii. explain how he was baptized and how his ministry began; and
- iv. explain the importance of Paul's conversion;

Previous Knowledge: Pupils are familiar with some stories in the Bible.

Content Bible passage: Acts 9: 1- 31

Paul was originally a Pharisee. He was bitter against the Christians because he believed that the gospel and its followers had disobeyed and abandoned the Jewish law. So he got a letter of permission from the high priest. He was to go to Damascus to arrest Christians and to bring them back to Jerusalem. Paul took some men with him.

Before they got to Damascus, a light appeared and surrounded Paul and his men. He fell to the ground. He heard a voice saying "Saul, Saul, why are you persecuting me?" Paul answered the voice, "Who are you, Lord?" The voices replied, "I am Jesus, whom you are persecuting". Jesus gave him some instructions to follow.

Immediately after the light disappeared, Paul opened his eyes but he could no longer see. Paul was in Damascus for three days fasting and praying. Ananias ministered to Paul and his eyes were opened. He was filled with the Holy Spirit, baptized and he ate. From that moment, he started preaching the gospel of Jesus Christ right from Damascus to Jerusalem and his home town Tarsus. As a result of his conversion, the church had peace; Paul became a missionary to the Gentile churches; he formed an

association of Jewish and Gentiles Christians; and He wrote many epistles to churches about Christian life.

Presentations

Step I: Teacher revises the previous topic with the pupils’.

Step II: Teacher introduces the new topic on Paul’s conversion.

Step III: Teacher reads the Bible passages to the pupils.

Step IV: Pupils listen, watch the teacher and memorise the passage.

Step V: Teacher writes the note on the chalkboard for the pupils to copy.

Evaluation: Teacher asks the pupils the following questions:

- i. What was Paul’s reason for going to Damascus?
- ii. What happened to him on his way to Damascus?
- iii. Who baptized Paul?
- iv. Mention the importance of Paul’s conversion.

Summary/Conclusion: Teacher summarizes the lesson with the pupils.

Assignment: Teacher gives a take-home assignment to the pupils.

LESSON TWO

Topic: Nigerian Christian Leaders and Leadership

Sub-Topic: Goal Setting

Duration of the Lesson: 35 minutes **Average Age of Learners:** 11 years

Instructional Materials: Charts and pictures of achievers

Reference Books: Holy Bible (RSV), CRS for Primary Schools 6 by S.A. Fatokun, R.O. Oke,

O.E. Fagbemide

Behavioural Objectives: At the end of the lesson, pupils should be able to;

- i. explain the term “Goal Setting”;
- ii. state two types of goals;
- iii. discuss the importance of goal setting; and
- iv. describe the basic steps for achieving goals.

Previous Knowledge: Students are familiar with the names of some leaders in Nigeria.

Content Bible passage: Luke 14: 27-33

The word “goal” has different meanings. Goal is something we hope to achieve in the future. It is a result one is attempting to achieve. The plans or decisions we make are called goals. We could decide what we want to be when we grow up. When we are making up our mind on those things to achieve, we are actually setting goals.

Types of goals

1. Short term goal: In this type of goal, we can achieve the result in a short time. An example is a decision to pay attention to our teacher in the class today so that we can understand the lesson better.
2. Long term goal: This goal could take months or years to be achieved. For example, one can take a decision to be a doctor, lawyer, footballer, musician or an astronaut.

The importance of goal setting

1. Goals guide us to achieve our plans
2. Goal setting guides and keeps us focused on the things that are important to us.

3. It helps us to quickly identify the things that will get us to achieve our goals and things that will stop us from achieving them.
4. Goal setting helps us to be on the right track.
5. It keeps us away from distractions.

Steps for achieving goals

1. Prayers: After praying to God, write down your goal.
2. Write down the things you need to do to achieve the goal.
3. Check or review your progress.
4. Continue the steps until you achieve your goal.

Presentations

Step I: Teacher revises the previous topic with the pupils.

Step II: Teacher introduces the new topic on “goals setting”.

Step III: Teacher reads the Bible passages to the pupils.

Step IV: Pupils listen attentively while the teacher is talking and then memorize the passage.

Step V: Teacher writes the note on the chalkboard for the pupils to copy.

Evaluation: Teachers asks the pupils the following questions:

- i. A goal is the same thing as (a) aim (b) arrow (c) objection
- ii. Mention two types of goals.
- iii. Why do we need to set goals?
- iv. Mention steps to take in achieving your goals.

Summary/Conclusion: Teacher summarizes the lesson with the pupils.

Assignment: Teacher gives a take-home assignment to the pupils.

LESSON THREE

Topic: Nigerian Christian Leaders and Leadership

Sub-Topic: The value of Hard Work

Duration of the Lesson: 35 minutes **Average Age of Learners:** 11 years

Instructional Materials: Photograph/illustrations of people at work

Reference Books: Holy Bible (RSV), CRS for Primary Schools 6 by S.A. Fatokun, R.O. Oke,

O.E. Fagbemide

Behavioural Objectives: At the end of the lesson, pupils should be able to;

- i. explain the value of hard work; and
- ii. mention the advantages of hard work

Previous Knowledge: Pupils have taken part in works both at school and at home.

Content Bible passage: II Thessalonians 3:6-15 Paul's Letter to the Thessalonians Urging them to Work Hard

Paul wrote a letter to the Thessalonian Christians when he heard that some of them refused to work due to the belief that Christ was returning and that other brethren should provide for them. Paul, in his letter, urged them to work very hard. He used his own case as an example. He stated that he had worked hard when he was among them and was not a burden to anyone.

Paul also warned them to keep away from any lazy and idle brother/sister. He went further to tell them that if anyone refused to work, he should not eat. He warned them not to be busybodies but to work in quietness and eat their own bread. This same advice applies to Christians, and whoever would not follow this advice should be avoided.

It is honourable and rewarding to work hard. Hard work leads to success and helps us to have a satisfied and happy life. We should not look down on any job. Manual jobs are jobs like those of cleaners, vulcanizers and carpenters, while intellectual jobs are medical practice, engineering, and teaching. There is dignity in hard work.

You must work hard in school and at home so that your family will be proud of you and you will achieve your dreams.

Advantages of Hard Work

Proverbs 14:23 tells us that in all labour, there is profit but empty talk will lead to poverty. It means that you will gain a lot through hard work but mere talking about what you want to do without doing it, will lead to poverty. Below are some advantages of hard work.

- Hard work brings success. If we work hard and pray, God will crown our efforts with success.
- Hard work will reduce the crime rate in the society because an idle hand is the devil's workshop.
- Hard work brings respect because there is dignity in labour.
- When we work, we can use what we earn to assist others like the old people, the sick and the handicap in the society.

We will be independent of others and not become burdens on them.

Presentations

Step I: Teacher revises the previous topic with the pupils.

Step II: Teacher introduces the new topic: "The Value of Hard work".

Step III: Teacher reads the Bible passages to the pupils.

Step IV: Pupils listen and watch the teacher while talking, and then, memorize the passage.

Step V: Teacher writes the note on the chalkboard for the pupils to copy.

Evaluation: Teachers asks the pupils the following questions:

- i. _____ wrote about hard work in the New Testament. (a) Mark (b) Mathew (c) Paul
- ii. What happens when one does not work?
- iii. Why do we need to work hard?

Summary/Conclusion: Teacher summarizes the lesson with the pupils.

Assignment: Teacher gives a take-home assignment to the pupils.

LESSON FOUR

Topic: Nigerian Christian Leaders and Leadership

Sub-Topic: Temptation and Corruption

Duration of the Lesson: 35 minutes **Average Age of Learners:** 11 years

Instructional Materials: A chart showing bribery in the police station and a picture showing a man attempting to steal

Reference Books: Holy Bible (RSV), CRS for Primary Schools 6 by S.A. Fatokun, R.O. Oke,

O.E. Fagbemide

Behavioural Objectives: At the end of the lesson, pupils should be able to;

- i. explain the term 'temptation' and 'corruption';
- ii. mention the types and causes of temptation and corruption in the world; and
- iii. mention the various ways of fighting temptation and corruption.

Previous Knowledge: Pupils have learnt about the temptation of Jesus Christ before.

Content Bible passages: Luke 18: 18-21, Matt 15: 11-20, Luke 12:13-21, Matt 4: 1-11

What is Temptation?

Temptation is the desire to have or do something bad or evil. It also means the state of being tempted or enticed. It is the desire for something that does not belong to us. Temptation is the test of faith that every children undergoes daily. It comes from the devil. The devil is the Christian's enemy. He uses temptation to entice us and draw us away from God. He tempted Jesus; Son of God with food, wealth and power.

God cannot tempt anyone. We end up in sin when we agree to the devil's suggestion or temptation to do evil.

The devil has not changed. He is still using the same methods to tempt Christians today.

Temptation has different types and they include spiritual, financial and physical temptations.

What is Corruption?

Corruption simply means the encouragement to do wrong through and by improper means. It also means using dishonest ways to exploit others. Corruption also means

turning something good into something bad. Selfishness is the root of corruption. Corruption can be physical or spiritual.

Types of corruption

1. Spiritual corruption : Not paying tithes
2. Physical corruption: Using our body or earthly gain especially women/ladies
3. Financial corruption: a politician receiving bribes, a bank manager taking bribes before giving out loans, a teacher taking money from students so as to pass them

Causes of corruption

- The love of money and wealth (I Tim 6:10)
- Greed and lust (Luke 12:15)
- Self-centeredness
- Unemployment
- Keeping bad company
- Lack of self-control

How to overcome temptation and corruption

- **Self -discipline or self –control:** Satan will always tempt or entice people with beautiful things of the world especially those which are individual needs but they do not have. We must be able to control ourselves not to fall to Satan's wills.
- **Fasting and prayer:** Fasting and prayer is a spiritual exercise that can make us overcome the temptations of the devil. When we fast and pray, God strengthens us to be able to see temptations clearly and run away from them.
- **The Word of God:** We need to read and memorize the Word of God (Bible). Jesus overcame the devil's temptations when He quoted the Word.

Presentations

Step I: Teacher revises the previous topic with the pupils

Step II: Teacher introduces the new topic: "Temptation and Corruption".

Step III: Teacher reads the Bible passages to the pupils.

Step IV: Teacher explains the meaning of temptation and corruption, while the pupils listen attentively and watch the teacher's demonstration.

Step V: Teacher writes the note on the chalkboard for the pupils to copy.

Evaluation: Teachers asks the pupils the following questions:

- i. _____ overcame temptation in Pharaoh's house. (a) Matthias (b) Joseph
(c) Jesus
- ii. The devil tempted Jesus _____ times. (a) one (b) four (c) three
- iii. How can we overcome temptation?
- iv. What causes corruption?
- v. How many types of corruption were stated in the lesson? Mention them.

Summary/Conclusion: Teacher summarizes the lesson with the pupils.

Assignment: Teacher gives a take-home assignment to the pupils.

LESSON FIVE

Date:

Class: Basic six (6)

Subject: CRS

Topic: Nigerian Christian Leaders and Leadership

Sub-Topic: Moderation In The Christian Life

Duration of the Lesson: 35 minutes **Average Age of Learners:** 11 years

Instructional Materials: Pictures showing Christian families.

Reference Books: Holy Bible (RSV), CRS for Primary Schools 6 by S.A. Fatokun, R.O. Oke,

O.E. Fagbemide

Behavioural Objectives: At the end of the lesson, pupils should be able to;

- i. explain why we should be moderate in all we do;
- ii. explain what moderation and over indulgence are; and III. list the dangers associated with over indulgence.

Previous Knowledge: Pupils have been previously taught the life of Jesus Christ.

Content

Bible Reading: Dan. 1:8-16; I Tim. 2:9-10; I Peter 3: 3-5; I Cor. 11: 1-16;
I Cor. 6: 10; Gal. 5: 21; James 3: 2-12

The term 'moderate' means to be or stay within the limits of what people generally consider to be reasonable. It means not going to the extreme of whatever we do. For us to succeed we must be moderate in our eating, drinking and dressing pattern and in everything we do. We must not go to the extreme as this is dangerous.

Areas where we need to be moderate in our lives

There is the need to be moderate in our eating, drinking and dressing habits. We must be careful of what we eat and drink, where and how we eat and drink. Food is meant to make our bodies strong and healthy but it can create problems if one is not careful in the way one eats and about what he eats. The same thing applies to what we drink. Too much food causes serious stomach disorders and brings serious health problems like obesity. Eating unhealthy food not prepared in a clean environment and drinking polluted water are dangerous to the body.

The story of Daniel and his friends in Daniel 1: 8-16 tells us that not every delicious food or attractive drinks are good for our bodies. Daniel and his three friends – Hananiah, Mishael, and Azariah were given the opportunity of taking the king’s delicious meals and drinks but they refused. Instead, they requested for just vegetables and water.

Daniel and his friends exercised moderation in eating and drinking. They decided that they would not allow themselves to be defiled by the king’s food and wine. Why? A portion of the same food and drink would have been offered to the idols of Babylon before being eaten. God forbids the eating of foods sacrificed to idols.

As a child of God, you must not eat food offered to idols nor drink such drinks. Secondly, do not get involved in taking alcohol or any strong drink. In all, be moderate in the quantity and quality of food you eat and drinks you take.

Furthermore, a good Christian must be moderate in what he or she puts on. 1 Peter 3:3-5 and 1 Corinthians 11: 1-16 talk about moderation in dressing. Christians are called the light of the world. If we are the light of the world, we must be good representatives of Christ in all we do. We must not wear dresses that reveal our bodies. We must not go to the point of borrowing dresses from friends for occasions.

There must also be moderation in the way we talk or generally use our tongues. James 3:2-12 talks about the danger of misusing our tongues. Bad and wrong ways of talking can lead one into serious trouble. So be careful of how you talk to people and what you say to them.

Drug abuse is another wrong practice we must shun as good Christians. This is because the intake of forbidden drugs will cause serious disorders to our body system and produce bad effects on our lives. A child of God who wants to be a good leader of tomorrow must not take cocaine, heroine, indian hemp and so on. Taking of such and other related ones is what is referred to as ‘drug abuse’. Many youths and adults have lost their future because of their involvement in drug abuse.

The dangers of overindulgence

Not living a moderate life can be called ‘overindulgence’. It means doing things to the extreme. There are a lot of dangers in overindulgence (that is, not living a moderate life). Overindulgence can lead to untimely death. People have died before their time as a result of overindulgence. Through improper attitude to foods and drinks, some people

have died. Some got intoxicated with alcohol and strong drinks, had accidents and died. Someone who uses hard drugs ends up becoming an armed robber or a thief just to satisfy his appetite which he cannot control.

Overindulgence has dangerous consequences especially for our bodies. As explained earlier, overeating leads to diseases like obesity and diabetes. Over drinking leads to drunkenness and poverty. Any girl who fails to dress properly ends up being raped. There are other delinquencies that overindulgence can lead to. These include secret cult membership and activities, stealing, robbery, assassination, political thuggery, drunkenness, fornication and so on. Those involved in such practices will not enter into God's kingdom. If you want to be great and succeed in life, you must live a moderate Christian life. Do not get involved in bad practices that can destroy your future plans and dreams.

Presentations

Step I: Teacher revises the previous topic with the pupils

Step II: Teacher introduces the new topic: "Moderation in the Christian Life".

Step III: Teacher reads the Bible passages to the pupils.

Step IV: Teacher explains the meaning of moderation, while the pupils listen attentively and watch the teacher's demonstration.

Step V: Teacher writes the note on the chalkboard for the pupils to copy.

Evaluation: Teachers asks the pupils the following questions:

- i. Daniel and his friends refused to defile themselves with the king's or royal rations of _____ and _____ (a) meat and food (b) food and drink (c) drink and drinks
- ii. The story mentions names of _____ friends of Daniel. (a) two (b) five (c) three
- iii. Daniel and his friends were in the land of _____ (a) Nigeria (b) Togo (c) Babylon
- iv. What were the names of Daniel's friend?

Summary/Conclusion: Teacher summarizes the lesson with the pupils.

Assignment: Teacher gives a take-home assignment to the pupils.

LESSON SIX

Date:

Class: Basic six (6)

Subject: CRS

Topic: Nigerian Christian Leaders and Leadership

Sub-Topic: The Love of Money

Duration of the Lesson: 35 minutes **Average Age of Learners:** 11 years

Instructional Materials: Picture/illustrations showing different types of denomination in Nigerian currency

Reference Books: Holy Bible (RSV), CRS for Primary Schools 6 by S.A. Fatokun, R.O. Oke,
O.E. Fagbemide

Behavioural Objectives: At the end of the lesson, pupils' should be able to;

- i. state the right use of money and wealth;
- ii. list the dangers of the love of money; and
- iii. explain the right attitude to money.

Previous Knowledge: Pupils have been taught moderation in Christian life.

Content Bible Passages: **Matt. 19:16-30, Luke 12:15, I Tim. 6:17-19**

Money is very useful. We use it for a lot of things. As we said in the previous lesson, we need to do things with moderation. This also includes having a right attitude towards things like money.

Like everything God gives, money can end up destroying anyone who fails to use it wisely.

The Use of Money and Wealth

Money is the legal tender we use for business transaction. For you to buy or sell, you need money. This means that if one really wants to have a good life, that person needs money. You cannot buy from the market without money. Money is something very important we need to meet our daily physical and materials need.

A poor man is an angry man because he has no money to satisfy his needs. Our daily needs include good food and drink, a house or, shoes and clothes, car, and so forth. All these can only be acquired through money. Money therefore is very necessary. God gives us money and wealth for the purpose of serving Him and to invest in others around us, to pay for our basic needs and family's future. Wealth simply means to have an abundance of money, property and so on. For example, a man who owns a personal house, cars or a huge amount of money in bank is believed to be wealthy or rich.

The Dangers of Attachment to Wealth and Money

Money and wealth are not sinful as some people wrongly think. They are part of what we need to enjoy life. However, the love of money above the love of God is a very dangerous' thing. The Bible calls the love of money, the root of all evils. This is something a good child of God must run away from.

In Luke 12:15, Jesus taught us not to be greedy for material possessions. The desire for more money and other material things and how to get them has led many to sin against God. Greed is a bad attitude to have concerning money. It can lead and has led to stealing, armed robbery, kidnapping people, cheating, embezzlement, etc.

Being unnecessarily attached to wealth and money is a serious danger to anyone who wants to live a godly life. In Matthew 19: 1 6-30, there is the story of a rich young man who came to Jesus to ask what he could do to have eternal life. Jesus told him to go and keep God's laws as stated in the Ten Commandments.

He told Jesus that he had been obedient. Jesus told him that if he wanted to be perfect, all the young man needed to do was to sell his property and give the money to the poor. He was to come back and follow Jesus. Sadly, the young rich man left because he was very wealthy and did not want to lose his wealth. The lesson from this is that we should not allow the love of money or material things to steal our hearts away from God.

The Right Attitude towards Money

In I Timothy 6:17-19, Paul told Timothy to warn rich and wealthy people in the church not to be proud of or trust in their riches. They were to be humble and put their

hope in God. He called riches ‘uncertain riches’. It means that wealth is something temporary. Wealth and riches can only assist in meeting physical and material needs on earth. There are some things riches cannot buy. A good example of such is eternal life. Money and riches will end here on earth. Therefore, one should not put faith in them but in God who owns everything in heaven and on earth.

We must, therefore, exercise moderation in our attitude to money. Secondly, we must not allow ourselves to be too attached to money or material things we possess. We should be attached or devoted to God. Our trust and hope must be in God than in money and riches.

Presentations

Step I: Teacher revises the previous topic with the pupils

Step II: Teacher introduces the new topic on: “The Love of Money”.

Step III: Teacher reads the Bible passages to the pupils.

Step IV: Teacher explains the concept of the love of money, while the pupils listen attentively and watch the teacher’s demonstration.

Step V: Teacher writes the note on the chalkboard for the pupils to copy.

Evaluation: Teachers asks the pupils the following questions:

- i. _____ warned against being greedy and covetous in Luke 12:15. (a) Jesus (b) Paul (c) Mark
- ii. The love of money and wealth is _____. (a) dangerous (b) good (c) healthy
- iii. We are supposed to use money and wealth to _____. (a) feed ourselves (b) serve God and other people (c) paint our houses
- iv. What should be our attitude towards money?
- v. Why did the young man walk away from Jesus?

Summary/Conclusion: Teacher summarizes the lesson with the pupils.

Assignment: Teacher gives a take-home assignment to the pupils.



Conventional classroom

APPENDIX 6

DIGITAL STORYTELLING INSTRUCTIONAL PACKAGE FOR PRIMARY 6 CRS

Introduction

This package is designed to be used in teaching Primary Six (6) CRS pupils in primary schools. This package is strictly based on Digital Storytelling Instructional Mode (DST). It is assumed that teaching CRS through DST mode will interest the pupils and impact the necessary morals on them from the lessons.

The Digital Storytelling instructional package has lesson plan for every topic in the Primary Six curriculum, activities to be carried out by the class teacher as well as the pupils. Teachers are advised to strictly adhere to the guideline in the DST.

It is hoped that with this guide, learning CRS in primary school, as well as how to teach it, will be fun.

CRS FOR PRIMARY 6 Course content

The course content used for the Digital Storytelling instructional package is culled from primary school Christian and Moral Studies Curriculum of 2009. The contents are purposively selected as found below:

Content areas of CRS, which are used in this research:

1. Paul's Conversion
2. Goal Setting
3. The Value of Hard Work
4. Temptation and Corruption
5. Moderation in the Christian Life
6. The Love of Money

WEEKLY ACTIVITIES

Week 1: Administration of pre-test

Week 2: Paul's Conversion

Week 3: Goal Setting

Week 4: The Value of Hard Work

Week 5: Temptation and Corruption

Week 6: Moderation in the Christian Life

Week 7: The Love of Money

Week 8: Administration of post-test

TEACHER-LED LESSON PLAN FORMAT

General Information Subject

Area: _____

Class: _____

Date: _____

Topic: _____

Sub-topic: _____

Time: _____

Period: _____

Duration: _____

Entry Behaviour:

Resources/Materials:

1. Already existing:

2. To-be supplied:

3. Behavioural Objectives:

4. Classroom Activities

Teachers' Guidance	Learners' Activities
Motivation	
Lesson Summary	

Evaluation:

- i. _____
- ii. _____
- iii. _____

APPENDIX 6 B

TEACHER-LED DIGITAL STORYTELLING LESSON PLAN (LESSON 1)

General Information

Subject Area: CRS

Class: Primary 6

Topic: Paul the Apostle

Time:

Sub-topic: Paul’s Conversion

Period:

Duration: 35mins

Entry Behaviour: Pupils have read, heard and watch Boko Haram incidents in Nigeria on our television stations.

Learning Environment: Computer room where computers are housed, big screen for projection and projector for projecting, electric outlets and sockets
Resources/Materials:

- i. Already existing:** Computers, screen, chairs and tables
- ii. To be supplied:** Pens and Sheet of papers, Video disc, Projector screen

Behavioural Objectives: By the end of the lesson, pupils should be able to:

1. mention Paul’s intention for travelling to Damascus;
2. narrate the events that happened to Paul on the way to Damascus;
3. explain how he was baptized and how his ministry began; and
4. discuss at least 2 lessons that could be learnt from Paul’s conversion story.

Classroom Activities:

Teachers’ Guidance	Pupils’ Activities
Motivation: Greetings; Teacher introduces lesson by asking the following: Do you have friends? Are all your friends Muslims or Christians? Those of you with Muslim friends, do you love them? Sit quietly and watch the screen for today’s lesson.	Pupils respond to the question asked. They sit down quietly to watch the lesson for the day.

<p>First Break: Teacher pauses (DSTIP) and projects the first set of questions which are:</p> <p>What was Paul’s reason for going to Damascus?</p> <p>What did he collect from the high priest and why?</p> <p>What happened to Saul on the way to Damascus?</p>	<p>Pupils are expected to answer these:</p> <p>He was going to Damascus to kill the Christians.</p> <p>He collected letters from the high priest to empower him to arrest Christians.</p> <p>A great light shone on Paul on the way to Damascus.</p>
<p>Teacher continues to show the DSTIP.</p>	<p>Pupils watch.</p>
<p>Second Break: Teacher pauses the DSTIP and asks the pupils to answer the following questions: discuss the effect of light shone on him on the way to Damascus.</p> <p>Paul stayed for how many days without food and water?</p> <p>Who prayed for Paul to regain his sight?</p>	<p>Pupils take out the first worksheet and write the answers:</p> <p>Paul became blind.</p> <p>3 days</p> <p>Ananias</p>
<p>Teacher continues to show DSTIP</p>	<p>Pupils watch.</p>
<p>Third Break: Teacher asks the pupils to list 3 importance of Paul’s conversion in their worksheet I.</p>	<p>Pupils list the importance of Paul’s conversion in their worksheet:</p> <p>(i) Paul became a changed man and Christian.</p> <p>(ii) Paul was filled with Holy Spirit. He became a preacher of the gospel of Christ.</p>
<p>Teacher summarizes lessons by revising salient points.</p>	<p>Pupils listen attentively to the teacher.</p>
<p>Teacher asks the pupils to retell the story to determine their learning experiences in DSTP.</p>	<p>A pupil starts the narration while it is completed by others.</p>
<p>Assignment: Discuss 3 lessons that could be learnt from the story of Paul’s conversion?</p>	<p>Pupils take down the assignment.</p>

TEACHER-LED DIGITAL STORYTELLING LESSON PLAN (LESSON II)

General Information

Subject Area: CRS

Class: Primary 6 **Topic:** Goal Setting

Time:

Sub-topic: Goal Setting

Period:

Duration: 35mins

Entry Behaviour: Pupils can narrate the story of Paul's determination to kill Christians as was taught during the last lesson.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets

Resources/Materials:

- i. Already existing:** Computers, screen, chairs and tables
- ii. To be supplied:** Pens and Sheet of papers

Behavioural Objectives: By the end of the lesson, pupils should be able to:

1. explain the term 'goal setting';
2. state the two types of goals;
3. discuss the importance of goal setting; and
4. describe the basic steps for achieving goals.

Classroom Activities:

Teachers' Guidance	Pupil's Activities
<p>Motivation: Greetings. Start the lesson by asking the pupils, "What do you want to become in the future?"</p>	<p>Pupils respond to greetings and answer the question.</p>
<p>Teacher tells the pupils to sit quietly for the day's lesson as viewed through the overhead projector.</p>	<p>Pupils sit quietly for the day's lesson.</p>
<p>Teacher projects DSTIP lesson II to the pupils.</p>	<p>Pupils watch the story of 'Goal Setting'.</p>
<p>First Break: Teacher pauses (DSTIP), and asks the first set of questions. Pupils are to write the answers in the worksheet II. Ehi and Chike were workers in which industry? What is the meaning of (a) Ghetto (b) Greener Pasture?</p>	<p>Pupils are expected to answer this:</p> <ul style="list-style-type: none"> (i) Old Pa James' Paint factory (ii) (a) Ghetto means a slum. (b) Greener Pasture means a better job.
<p>Teacher continues to show the DSTIP.</p>	<p>Pupils watch.</p>
<p>Second break: Teacher pauses the DSTIP and asks the pupils: Why did Ehi lay awake? What did Ehi decided to do? How did Ehi decided to use his time?</p>	<p>Pupils are expected to answer to answer this: Ehi laid awake because he wanted to find a way out of poverty. Ehi decided to go back to school. Ehi decided to use his spare time wisely.</p>
<p>Teacher continues to show the DSTIP</p>	<p>Pupils watch.</p>
<p>Third Break: Teacher pauses the DSTIP and asks the pupils: (i) Explain these words: (a) goal (b) short term goal (c) long term goal.</p>	

Teacher asks the pupils to retell the story to determine their learning experiences in DSTP.	A pupil starts the narration while it is completed by others.
Teacher asks the pupils to retell the story to determine their learning experiences in DSTP.	A pupil starts the narration while it is completed by others.
Assignment: Write out five (5) goals you want to achieve in life.	Pupils take down the assignment.

TEACHER-LED DIGITAL STORYTELLING LESSON PLAN (LESSON III)

General Information

Subject Area: CRS

Class: Primary 6 **Topic:**

The Value of Hard Work

Time:

Sub-topic: The Value of Hard Work

Period:

Duration: 35mins

Entry Behaviour: Pupils learnt about how Ehi worked hard and got the result of his hard work in the last lesson – Goal Setting.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

- i. **Already existing:** Computers, screen, chairs and tables.
- ii. **To be supplied:** Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

1. explain the value of hard work;
2. mention advantages of hard work.

Classroom Activities:

Teachers' Guidance	Pupil's Activities
<p>Motivation: Greetings. Teacher introduces lesson by asking the pupils to mention their parents' professions</p>	<p>Pupils respond to the question asked.</p>
<p>Teacher gets the pupils set for the day's lesson</p>	<p>Pupils sit quietly for the day's lesson</p>
<p>Teachers view DSTIP lesson to the pupils on overhead projector</p>	<p>Pupils watch the DSTIP shown to them</p>
<p>First Break: Teacher pauses DSTIP and shows the first sets of question which are: The names of two miserable friends were and</p>	<p>Pupils write answers in the worksheet III. Derin and Lade They travelled to consult an oracle which would better their fortune.</p>
<p>Why did the two friends travel to the next village?</p>	
<p>Teacher continues to show DSTIP</p>	<p>Pupils watch</p>
<p>Second Break: teacher pauses the DSTIP and asks: (i) What was the result of the oracle consultation for Lade and Derin? (ii) What did Lade decide to do?</p>	<p>pupils write answers in the worksheet III. (i) Derin will die in his poverty state while Lade will become very rich and be made a king (ii) Lade decided not to work hard again</p>
<p>Teacher continues to show the DSTIP</p>	<p>Pupils watch</p>
<p>Third Break: teacher pauses the DSTIP and asks: What happened in the land of Omidun Why Lade was was not crowned as king? What was the result of Derin's hard work?</p>	<p>Pupils write answers in worksheet III: There was drought and this led to famine in the land of Omidun for years Lade was not crowned as king because he was unable to end the acute shortage of food. Derin was crowned as the King of Omidun</p>

Teacher summarizes lesson with words on the meaning and advantages of hard work.	Pupils listen attentively to the teacher
Teacher ask the pupils to retell the story to determine their learning experiences in DSTP	A pupil starts the narration while it is completed by others
Assignment: What are the duties of the Economic and Financial Crimes Commission (EFCC) in Nigeria?	Pupils take down the assignment.

TEACHER-LED DIGITAL STORYTELLING LESSON PLAN (LESSON IV)

General Information

Subject Area: CRS

Class: Primary 6

Topic: Temptation and Corruption

Time:

Sub-topic: Temptation and Corruption

Period:

Duration: 35mins

Entry Behaviour: Pupils have heard about the Economic and Financial Crime Commission (EFCC) and what they are doing in Nigeria.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

- i. Already existing:** Computers, Screen, chairs and tables.
- ii. To be supplied:** Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

1. Explain the terms ‘temptation’ and ‘corruption’
2. Mention the types and causes of temptation and corruption in the world 3.

Mention the various ways of fighting corruption and temptation

Classroom Activities:

Teachers' Guidance	Pupils' Activities
<p>Motivation: Greetings.</p> <p>Teacher introduces lesson by asking the pupils if they have once stolen from their parents before?</p>	<p>Pupils respond to question asked.</p>
<p>Teacher gets the pupils set for the day's lesson</p>	<p>Pupils sit quietly on their seats, ready for the day's lesson</p>
<p>Teacher views DSTIP story to the pupils, on overhead projector</p>	<p>Pupils watch the story with rapt attention</p>
<p>First Break: Teacher pauses DSTIP and shows the first set of questions which are:</p> <p>What are the meanings of temptation and corruption?</p> <p>Who was Jacob?</p> <p>What does Jacob do for a living?</p>	<p>Pupils write their answers in the worksheet IV</p> <p>Temptation is the state of being enticed to have or do something bad. Corruption is encouragement to do wrong through improper means</p> <p>Jacob was a good Christian, he was honest, upright and highly disciplined</p> <p>He drives taxi in Lagos Metropolis</p>
<p>Teacher continues to show DSTIP</p>	<p>Pupils watch</p>
<p>Second Break: Teacher pauses DSTIP and asks:</p> <p>How much did the European lady keep in her portfolio?</p> <p>What did the European lady want to use the money for?</p>	<p>Pupils write the answers in their worksheet:</p> <p>The European lady kept \$500million in her portfolio.</p> <p>The European lady wanted to secure mining license for the Nigerian Federal Government</p>
<p>Teacher continues to show the DSTIP</p>	<p>Pupils watch</p>
<p>Teacher pauses the DSTIP and asks:</p> <p>(i) Who was Thomas?</p>	<p>Pupils write their answers in the worksheet IV</p>

<p>What are the four causes of temptation and corruption from this story</p> <p>Mention three (3) ways of fighting temptation and corruption?</p>	<p>Thomas was Jacob's friend who advised Jacob concerning the \$500 million</p> <p>Causes of temptation and corruption are:</p> <p>The love of money and wealth</p> <p>Greed and lust</p> <p>Lack of self control</p> <p>Self-centeredness</p> <p>Keeping of bad company</p> <p>Unemployment</p> <p>Three ways of fighting temptation and corruption are:</p> <p>(a) Be disciplined,</p> <p>(b) Given to a lifestyle of fasting and prayer</p> <p>(c) Knowledge of the word of God.</p>
<p>Teacher summarizes the lesson by revising salient points with pupils</p>	<p>Pupils listen to the teacher</p>
<p>Teacher asks the pupils to retell the story to determine their learning experiences in DSTP</p>	<p>A pupil starts the narration while it is completed by others</p>
<p>Assignment: What are the effects of corruption in our society?</p>	<p>Pupils take down the assignment.</p>

TEACHER-LED DIGITAL STORYTELLING LESSON PLAN (LESSON V)

General Information

Subject Area: CRS

Class: Primary 6

Topic: Moderation in the Christian life

Time:

Sub-topic: Moderation in the Christian life

Period:

Duration: 35mins

Entry Behaviour: Pupils have been taught the life of Jesus Christ before.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

- i. **Already existing:** Computers, screen, chairs and tables.
- ii. **To be supplied:** Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

1. explain why we should be moderate in all we do;
2. explain what moderation and overindulgence are; and
3. list the dangers associated with overindulgence.

Classroom Activities:

Teachers' Guidance	Pupils' Activities
<p>Motivation: Greetings</p> <p>Teacher introduces the lesson by showing pupils some food items and drinks they could take, and the one they should not take.</p>	<p>Pupils pay attention as the Teacher shows them different kinds of food and drinks they should go for and the ones they should do away with.</p>
<p>Teacher gets the pupils set for the lesson.</p>	<p>Pupils sit quietly, ready for the lesson.</p>
<p>Teacher views lesson to the pupils with overhead projector.</p>	<p>Pupils watch the story with rapt attention.</p>
<p>Teacher pauses the DSTIP and project the first set of questions which are:</p> <p>Who was Jawando?</p> <p>What causes Jawando's death?</p>	<p>Pupils are expected to answer the questions in their worksheet V.</p> <p>Jawando was a friend and classmate of the storyteller. He was a notorious young man who loved to do things to extreme</p> <p>Jawando's death was caused by an overdose consumption of a common drug.</p>
<p>Teacher continues to show the DSTIP</p>	<p>Pupils watch</p>
<p>Second break: Teacher pause the DSTIP and asks the pupils the following questions:</p> <p>Explain what moderation and overindulgence are?</p> <p>Why should one be moderate?</p> <p>Mention three (3) dangers associated with overindulgence?</p>	<p>Pupils write answers in their worksheet V.</p> <p>Moderation is to be or stay within the limits of what people generally considered to be reasonable. Overindulgence means doing things to the extreme.</p> <p>One should be moderate so that, one will have long life and good success in life.</p> <p>Over-indulgence can lead to:</p> <p>(a) Untimely death;</p>
	<p>Serious health problems such as obesity, hypertension or diabetes;</p> <p>Involvement in secret cult and activities such as robbery, stealing, drunkenness, fornication, etc</p>

Teacher summarizes the lesson by revising salient points	Pupils listen attentively to the teacher
Teacher asks the pupils to retell the story to determine their learning experiences in DSTP	A pupil starts the narration while it is completed by others
Assignment: What do we use money for?	Pupils take down the assignment.

TEACHER-LED DIGITAL STORYTELLING LESSON PLAN (LESSON VI)

General Information

Subject Area: CRS

Class: Primary 6

Topic: The Love of Money

Time:

Sub-topic: The Love of Money

Period:

Duration: 35mins

Entry Behaviour: Pupils have learnt about corruption in the last lesson, pupils were taught not to allow themselves to be tempted and corrupted.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

iii. Already existing: Computers, screen, chairs and tables.

iv. To be supplied: Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

1. state the right use of money and wealth;
2. list the dangers of love of money; and
3. explain the right attitude to money.

Classroom Activities:

Teachers' Guidance	Pupils' Activities
<p>Motivation: Greetings.</p> <p>Teacher introduces lesson by showing different Naira notes to the pupils, asking them to identify the naira notes. Ask the class what they could use money for?</p>	<p>Pupils respond to the introductory questions.</p>
<p>Teacher get the pupils set for the day's lesson</p>	<p>Pupils sit quietly, ready for the day's lesson</p>
<p>Teacher views DSTIP lesson to the pupils with overhead projector</p>	<p>Pupils watch the story package on "the love of money"</p>
<p>First Break: Teacher pause the DSTIP and project the first set of questions which are:</p> <p>Name the four servants of chief</p> <p>Zaki</p> <p>What did these servants discover under the ground</p> <p>Why did they kill Fela?</p>	<p>Pupils are expected to answer these in their worksheet VI.</p> <p>Chime, Ayo, Bala and Fela.</p> <p>These servants discovered a big treasure chest filled with gold, precious stones and lots of money.</p> <p>They killed Fela because he insisted that the treasure chest should be taken home to Chief Zaki.</p>
<p>Teacher continues to show the DSTIP</p>	<p>Pupils watch</p>
<p>Second Break: teacher pauses the DSTIP and ask the pupils</p> <p>What did Chime put in the food and why?</p> <p>Who strangulated Chime?</p>	<p>Pupils take out worksheet and write the answers:</p> <p>Chime put the poison in the food.</p> <p>Love of money and greediness.</p> <p>Ayo and Bala Strangulated Chime.</p>
<p>Teacher continues to show DSTIP</p>	<p>Pupils watch</p>
<p>Third Break: Teacher pauses the DSTIP and asks the pupils:</p>	<p>Pupils are expected to answer this:</p> <p>The love of money is the root of all evils</p>

<p>what are the dangers of the love of money? what should be our right attitude to money what should we use our money and wealth for?</p>	<p>Love of money has lead to bad attitude, stealing, armed robbery, cheating, embezzlement etc</p> <p>Love of money can draw us away from God.</p> <p>(ii) We should put our trust in God rather than Money and wealth</p> <p>- We should be devoted to God</p> <p>Our money and wealth should be used to serve God and help fellow human beings.</p>
<p>Teacher summarizes the lesson by revising salient points</p>	<p>Pupils listen attentively to the summary</p>
<p>Teacher asks the pupils to retell the story to determine their learning experiences in DSTP</p>	<p>A pupil starts the narration while it is completed by others</p>
<p>Assignment: What is the meaning of stewardship?</p>	<p>Pupils take down the assignment.</p>



Picture showing Pupils in Teacher-led Digital Storytelling class



A Teacher-led Digital Storytelling class



A Teacher-led Digital Storytelling class





APPENDIX 7

PUPIL-LED DIGITAL STORYTELLING LESSON PLAN (LESSON 1)

General Information

Subject Area: CRS

Class: Primary 6

Topic: Paul the Apostle

Time:

Sub-topic: Paul's Conversion

Period:

Duration: 35mins

Entry Behaviour: Pupils have read, hear and watch Boko Haram incidents in Nigeria on our Television stations.

Learning Environment: Computer room where computers are housed, big screen for projection and projector for projecting, electric outlets and sockets.

Resources/Materials:

iii. Already existing: Computers, screen, chairs and tables.

iv. To be supplied: Pens and Sheet of papers, Video disc, Projector screen

Behavioural Objectives: By the end of the lesson, pupils should be able to:

5. mention Paul's intention for travelling to Damascus.
6. narrate the events that happened to Paul on the way to Damascus.
7. explain how he was baptized and how his ministry began; and
8. discuss at least 2 lessons that could be learnt from Paul's conversion story.

Classroom Activities:

Teachers' Task	Pupils' Activities
Greetings. Settle the pupils down	Greetings Pupils sit down and boot the system for the day's lesson.
Teacher moves round the class to control the class	Pupils watch the DSTIP
First Break: Teacher moves round the class watching the students as they are busy with DSTIP	Pupils pauses (DSTIP) and attempt the questions at the end of the 1 st step in their worksheet What was Paul's reason for going to Damascus? What did he collect from the high priest and why? What happened to Paul on the way to Damascus?
	Pupils continue to watch DSTIP
Second Break	Pupils pauses (DSTIP) and attempt the questions at the end of 2 nd step in their worksheet Discuss the effect of light shone on him on the way to Damascus? Paul stayed for days without food and water? Who prayed for Paul to regain his sight?
	Pupils continue to watch DSTIP
Third Break:	Pupils pauses (DSTIP) and attempt the questions at the end of 3 rd step in their worksheet
	List 3 importance of Paul's conversion
	Pupils discuss their answers among themselves
	Pupils take down the assignment.

PUPIL-LED DIGITAL STORYTELLING LESSON PLAN (LESSON II)

General Information

Subject Area: CRS

Class: Primary 6

Topic: Goal Setting

Time:

Sub-topic: Goal Setting

Period:

Duration: 35mins

Entry Behaviour: Pupils can narrate the story of Paul's determination to kill Christians as was taught during the last lesson.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

iii. **Already existing:** Computers, screen, chairs and tables.

iv. **To be supplied:** Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

5. explain the term 'Goal Setting',
6. state the two types of Goals,
7. discuss the importance of goal setting; and
8. describe the basic steps for achieving goals.

Classroom Activities:

Teachers' Task	Pupils' Activities
Greetings. Settle the pupils down	Greetings Pupils sit down and boot the system for the day's lesson.
Teacher moves round the class to control the class	Pupils watch the DSTIP
First Break: Teacher moves round the class watching the students as they are busy with DSTIP	Pupils pauses (DSTIP) and attempt the questions at the end of the 1 st step in their worksheet Ehi and Chike were workers in which industry? What is the meaning of (a) Slum (b) Greener Pasture?
	Pupils continue to watch DSTIP
Second Break	Pupils pauses the DSTIP and respond to the questions in the worksheet Why did Ehi lay awake What did Ehi decided to do? How did Ehi decided to use his time?
	Pupils continue to watch DSTIP
Third Break:	Pupils paused the DSTIP and respond to the questions in the worksheet (ii) Explain these words Goal Short term Goal Long term Goal
	Pupils discuss their answers among themselves
	Pupils take down the assignment.

PUPIL-LED DIGITAL STORYTELLING LESSON PLAN (LESSON III)

General Information

Subject Area: CRS

Class: Primary 6

Topic: The Value of Hard Work

Time:

Sub-topic: The Value of Hard Work

Period:

Duration: 35mins

Entry Behaviour: Pupils learnt about how Ehi worked hard and was successful in the last lesson – Goal Setting.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

iii. Already existing: Computers, screen, chairs and tables.

iv. To be supplied: Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

3. explain the value of hard work,
4. mention advantages of hard work.

Classroom Activities:

Teachers' Task	Pupils' Activities
Greetings. Settles the pupils down	Greetings Pupils sit down and boot the system for the day's lesson.
Teacher move round the class to control the class	Pupils watch the DSTIP
First Break: Teacher moves round the class watching the students as they are busy with DSTIP	Pupils pauses (DSTIP) and attempt the questions at the end of the 1 st step in their worksheet (iii) The names of two miserable friends are and Why did the two friends travel to the next village?
	Pupils continue to watch DSTIP
Second Break	Pupils pauses the DSTIP and respond to the questions in the worksheet (iii) What was the result of the oracle consultation for Lade and Derin (iv) What did Lade decide to do?
	Pupils continue to watch DSTIP
Third Break:	Pupils pauses the DSTIP and respond to the questions in the worksheet (iv) What happened in the land of Omidun (v) Why was Lade not crowned as king? What was the result of Derin's hard work?
	Pupils discuss their answers among themselves
	Pupils take down the assignment.

PUPIL-LED DIGITAL STORYTELLING LESSON PLAN (LESSON IV)

General Information

Subject Area: CRS

Class: Primary 6

Topic: Temptation and Corruption

Time:

Sub-topic: Temptation and Corruption

Period:

Duration: 35mins

Entry Behaviour: Pupils have heard about Economic and Financial Crime Commission (EFCC) and what they are doing in Nigeria.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

iii. **Already existing:** Computers, Screen, chairs and tables.

iv. **To be supplied:** Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

4. explain the terms ‘temptation’ and ‘corruption’,
5. mention the types and causes of temptation and corruption in the world; and
6. mention the various ways of fighting corruption and temptation.

Classroom Activities:

Teachers' Task	Pupils' Activities
Greetings. Settle the pupils down	Greetings Pupils sit down and boot the system for the day's lesson.
Teacher move round the class to control the class	Pupils watch the DSTIP
First Break: Teacher moves round the class watching the students as they are busy with DSTIP	Pupils pauses (DSTIP) and attempt the questions at the end of the 1 st step in their worksheet What are the meanings of temptation and corruption? Who was Jacob? What does Jacob do for a living?
	Pupils continue to watch DSTIP
Second Break	Pupils pauses the DSTIP and respond to the questions in the worksheet How much did the European lady kept in her portfolio What did the European lady want to use the money for?
	Pupils continue to watch DSTIP
Third Break:	Pupils pause the DSTIP and respond to the questions in the worksheet Who was Thomas? What are the four causes of temptation and corruption from this story? Mention three (3) ways of fighting temptation and corruption?
	Pupils discuss their answers among themselves
	Pupils take down the assignment.

PUPIL-LED DIGITAL STORYTELLING LESSON PLAN (LESSON V)

General Information

Subject Area: CRS

Class: Primary 6

Topic: Moderation in the Christian life

Time:

Sub-topic: Moderation in the Christian life

Period:

Duration: 35mins

Entry Behaviour: Pupils have been taught the life of Jesus Christ before.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

- v. **Already existing:** Computers, screen, chairs and tables.
- vi. **To be supplied:** Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- 4. explain why we should be moderate in all we do,
- 5. explain what moderation and overindulgence are; and
- 6. list the dangers associated with overindulgence.

Classroom Activities:

Teachers' Task	Pupils' Activities
Greetings. Teacher settles the pupils down	Greetings Pupils sit down and boot the system for the days lesson.
Teacher moves round the class to control the class	Pupils watch the DSTIP
First Break: Teacher moves round the class watching the students as they are busy with DSTIP	Pupils pauses (DSTIP) and attempt the questions at the end of the 1 st step in their worksheet (iii) Who was Jawando? (vii) What causes Jawando's death?
	Pupils continue to watch DSTIP
Second Break	Pupils paused the DSTIP and respond to the questions in the worksheet Explain what moderation and overindulgence are Why should one be moderate? Mention three (3) dangers associated with overindulgence
	Pupils discuss their answers among themselves
	Pupils take down the assignment.

PUPIL-LED DIGITAL STORYTELLING LESSON PLAN (LESSON VI)

General Information

Subject Area: CRS

Class: Primary 6

Topic: The Love of Money

Time:

Sub-topic: The Love of Money

Period:

Duration: 35mins

Entry Behaviour: Pupils have learnt about corruption in the last lesson, pupils were taught not to allow themselves to be tempted and corrupted.

Learning Environment: Computer room where computers are housed, big screen for projection, projector for projecting, electric outlets and sockets.

Resources/Materials:

vii. Already existing: Computers, screen, chairs and tables.

viii. To be supplied: Pens and Sheet of papers.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

4. state the right use of money and wealth,
5. list the dangers of love of money; and
6. explain the right attitude to money.

Classroom Activities:

Teachers' Task	Pupils' Activities
Greetings. Teacher settles the pupils down	Greetings Pupils sit down and boot the system for the day's lesson.
Teacher move round the class to control the class	Pupils watch the DSTIP
First Break: Teacher moves round the class watching the students.	Pupils pauses (DSTIP) and attempt the questions at the end of 1 st step in their worksheet Name the four servants of chief Zaki? What did these servants discover under the ground? (viii) Why did they kill Fela?
	Pupils continue to watch DSTIP
Second Break	Pupils paused the DSTIP and respond to the questions in the worksheet What did Chime put in the food and why? Who strangled Chime?
	Pupils continue to watch DSTIP
Third Break:	Pupils paused the DSTIP and respond to the questions in the worksheet What are the dangers of love of money What should be our right attitude to money? What can we use our money and wealth for?
	Pupils discuss their answers among themselves
	Pupils take down the assignment.



A Pupil-led Digital Storytelling class



A Pupil-led Digital Storytelling class



A Pupil-led Digital Storytelling class

APPENDIX 8

Digital Story Package Validation Sheet

Gender: Male () Female ()

Date:

Story Title:

Criteria	Rating			Comments
	Good	Satisfactory	Poor	
Point of View Purpose of the story. It addresses specific points.				Story 1:
				Story 2:
				Story 3:
				Story 4:
				Story 5:
				Story 6:
Story Content				Story 1:

<p>The appropriateness of the story. Effective use of the story to capture content.</p>				<p>Story 2:.....</p> <p>.....</p> <p>Story 3:.....</p> <p>.....</p> <p>Story 4:.....</p> <p>.....</p> <p>Story 5:.....</p> <p>.....</p> <p>Story 6:.....</p> <p>.....</p>
<p>Clarity of Voice</p> <p>The story content is audible. Limited background noise</p>				<p>Story 1:.....</p> <p>.....</p> <p>Story 2:.....</p> <p>.....</p> <p>Story 3:.....</p> <p>.....</p> <p>Story 4:.....</p> <p>.....</p> <p>Story 5:.....</p> <p>.....</p> <p>Story 6:.....</p> <p>.....</p>

<p>Engagement</p> <p>Interesting ✓ Thought- Provoking Appropriateness of the activities within the story</p>				<p>Story 1:.....</p> <p>.....</p>
				<p>Story 2:.....</p> <p>.....</p>
				<p>Story 3:.....</p> <p>.....</p>
				<p>Story 4:.....</p> <p>.....</p>
				<p>Story 5:.....</p> <p>.....</p>
				<p>Story 6:.....</p> <p>.....</p>
<p>Video Quality</p> <p>Clear Pictures Appropriate Videos</p>				<p>Story 1:.....</p> <p>.....</p>
				<p>Story 2:.....</p> <p>.....</p>
				<p>Story 3:.....</p> <p>.....</p>
				<p>Story 4:.....</p> <p>.....</p>
				<p>Story 5:.....</p> <p>.....</p>

			Story 6:
Voicing ✓ Good Pacing ✓ Well Spoken ✓ Appropriate Soundtrack			Story 1:
			Story 2:
			Story 3:
			Story 4:
			Story 5:
			Story 6:
Technical Quality Appropriate Transitions Moderate Callouts			Story 1:
			Story 2:
			Story 3:
			Story 4:
		

				Story 5: Story 6:
General Remarks				