



**Investigation of the Impact of Consecrated Life on
Science Student Academic Performance in Veritas University:
Implication for Pastoral Counselling**

*Fadipe Bayo Michael, Bahago Samaila Benedict, Uchenna Enem,
Barnabas Samaila Shabanyang, & Stephen Agada Alpha*

Abstract

The study seeks to investigate the impact of Religious and Consecrated Life on Science Students Academic Performance in Veritas University Abuja Implications for Pastoral Counselling. Research has proved that religious life promotes focus and commitment in secular activities. Which, informed the drive for this study. The study adopted quantitative descriptive research design which involved the use of a well-structured questionnaire generated by the researchers titled: Impact of Religious & Consecrated Life on Academic and Cognitive Performance of Science Students (IRCLACPSS) which was used for data collection. Purposive sampling technique was used to get 50 science-oriented student who are religious and lives consecrated life across various department in Veritas University from the population size of 120 students. The reliability of the instrument was tested using Cronbach Alpha and a coefficient of 0.91 was derived. The correlation coefficient obtained was (r) at 0.05 alpha level of significance. The data was analysed using step-wise mean and standard deviation for the research question while Mann-Whitney U test was used to analyse the Research Hypothesis. The research revealed that, Religious and consecrated life impacts positively on the academic and cognitive performance of science students. It was therefore, recommended that, consecrated life should be adopted into the curriculum for faith-based institutions.

Keywords: Religious and consecrated life, Performance, Science, Pastoral Counselling.

Introduction

There are persons or group of persons that, made up their mind to live a devoted life to religion such as Christianity, Islam or traditional religion. Such dedicated life is usually referred to as Religious or consecrated life. The life is dedicated to worship and deep commitment to serve God and humanity¹. Religious life, also known as consecrated life, is a way of living that is dedicated to spiritual pursuits and service to others. Religious life involves a commitment to a particular faith tradition and a set of spiritual practices, such as prayers, meditation and community service². In Nigeria, many students especially in Veritas University which is a faith-based University are involved in religious groups. Community and society which can have significant impact on their academic performance³ opined that, the religious life of students do have significant impact on their academic and personal life.

¹ John Paul III, (1998). *Fides et Ratio*. Vatican City, Libreria Editrice Vatican

² Okunlola, O. B., Odukoya, J. A., Olowookere, E. I., Omonijo, D. O., & Anyaegbunam, M. C.

(2021). Relationship between spirituality and academic performance: The experience of selected undergraduates in a faith-based university. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(1), 1024-1039.

³ Božek, A., Nowak, P. F., & Blukacz, M. (2020). The relationship between spirituality, health related behavior, and psychological well-being. *Frontiers in Psychology*, 11, 552187.

⁴ Mirkovic, B., Belloncle, V., Pellerin, H., Guilé, J.-M., & Gérardin, P. (2021). Gender Differences Related to Spirituality, Coping Skills and Risk Factors of Suicide Attempt: A Cross-Sectional Study of French Adolescent Inpatients. *Frontiers in Psychiatry*, 12, 537383. doi:10.3389/fpsy.2021.537383

Religious life has been proven to have positive influence on individuals including improved mental health, improved sense of purpose and greater social connections⁴. This could be connected to the disciplined, regimented life style lived by the Religious and also the nature of their religious training. However, excessive involvement in religious activities can also lead to negative consequences such as decreased academic performance and social isolation (Pavelen and Culic, 2023). Despite the importance and value of religious and consecrated life, there is a need for research on its relationship with academic performance, especially in the Nigeria context (Hassanah & Haris 2023).

Science is being taught at every level of education in various levels. Science has been considered as the foundation of modern day's technology. Countries all over the world, mostly the developing countries such as Nigeria are striving hard to develop technologically and scientifically, due to the fact that the world is turning scientific and various functions of lives depend significantly on science. opined that for a nation to be great, it requires science and technology⁵. Moreover, ⁶stated that science is a changing human activity which has to do with understanding the working principles of our world which helps man to know more about the world. Science has helped man greatly to explore the other planets of the

4

⁵ Fadipe B. M. (2025). The Impact of Blended Learning on the Academic Performance of Physics Students in the Bwari Area Council of Abuja. *Journal of Computers for Science and Mathematics Learning* ISSN 3047-4876 (online) & 3047-6755 (print) August 2025, Vol. 2, No. 2, pp. 53–58. DOI:10.70232/jcsml.v2i2.21

⁶ Peter Joy Abosede & Fadipe, Bayo Michael., (2023). Colleges of Education Science Teachers Awareness of E-Books in Sciences for Learning in Kaduna State *Journal of Educational Studies Trend and Practices. (JESTP)*. 26(8) 63- 72.

world with its application. The basic disciplines of science are Physics, Chemistry, Mathematics and Biology.

In Nigeria today, science courses in Nigeria Universities constitute a major part of the courses offered in various Universities both Private and Public Universities. The federal government in the National Policy on Education section 3 item 45 regarded the importance of science subject as it states that in recognition of the fundamental importance of science and technology, adequate funds shall be provided for the science and technology education⁷. This recognition could have been due to the belief that with science, there is possibility of improving student's skills and attitude by increasing their knowledge of themselves, their environment and their world.

Research Objective

The aim of the study is to determine the relationship between religious life and science students' academic performance in Veritas University Abuja. The specific objectives of the research is to:

1. Determine the impact of religious and consecrated life on science students' academic performance
2. Determine the impact of religious and consecrated life on science students' cognitive domain of learning.

⁷ National Policy on education. (NPE). (2013). Federal Republic of Nigeria, Federal Ministry of Education.

Research Questions

The research question that guided the study is,

1. What is the impact of religious and consecrated life on the academic performance of science students in Veritas University Abuja?
2. What is the impact of religious and consecrated life on the cognitive domain of learning?

Research Hypotheses

This study was guided by one research Hypothesis:

- H₀₁. There is no significant difference in the performance of male and female religious and consecrated science students.

Literature Review

The following literature was reviewed to guide the results of the research. ⁸carried out research on the impact of spirituality on academic performance and well-being among young adults. The research explored the role of spirituality in the academic performance and well-being of young adults. Although spirituality is frequently associated with older generations, the study aimed to understand its significance among younger adults' life. The sample comprised of 120 young people (60 males and 60 females) aged 18 to 25 residents of Delhi NCR. Data was collected using the purposive sampling. Participants were assessed through the Daily Spirituality

⁸ Radhika A. & Shruti D. (2024) Impact of spirituality on academic performance and well-being Among young adults. International Journal of Interdisciplinary Approaches in Psychology (IJAIAP) Vol. 2, Issue 4 April 2024. ISSN: 2584-0142

Scale (DSES), the Academic Performance Scale (APS) and the Warwick-Edinburgh Psychological

Well-Being Scale (WEMWBS) using SPSS. Pearson correlation, linear regression, and independent sample t- tests were used to assess the relationship between spirituality and academic performance, spirituality, and well-being, and to examine gender differences. Research findings revealed a positive relationship between spirituality and academic performance ($r = .302$), and between spirituality and well-being ($r = .525$). In addition, females were found to exhibit more spirituality than males. The study proposes that educators, such as teachers, lecturers, and counsellors, should actively encourage and improve spirituality among young adults. The work of Radhika and Shruti focused on academic performance just as this work, but their work was not on religious and consecrated life, though spirituality is an aspect of the religious and consecrated life.⁹

Researched on Religion and Academic Achievement: A Research Review Spanning Secondary School and Higher Education. This article synthesizes literature on how adolescents' religious commitment and background are associated with their short- and long-term academic outcomes. A literature search identified 42 relevant studies published in 1990-present. These studies were reviewed to identify: (1) the mechanisms through which religion affects educational outcomes—moral, social, and cultural; (2) the main operationalized measures of religion—*religious tradition* and *individual religiosity*; and (3) the most frequent academic outcomes studied—secondary school grades, truancy, test

⁹ Llana M. H. (2020). Religion and Academic Achievement: A Research Review Spanning Secondary School and Higher Education. Review of Religious Research <https://doi.org/10.1007/s13644-020-00433-y>

scores, educational aspirations, and educational attainment. Of the 42 studies, 95% were based exclusively on quantitative survey data, 95% examined only religiosity *or* religious tradition, and 66% focused on educational attainment. There were three major findings. First, research has advanced from correlational studies to methodologically rigorous designs suggesting religion can play a causal role in academic success. Second, research reveals a religiosity-religious tradition paradox: Adolescents with stronger religiosity earn better grades, are less truant in secondary school, and complete more years of higher education. A large proportion of highly religious adolescents are likely to be conservative Protestants, but the research on religious tradition suggests that conservative Protestants are among the *least* educated religious groups. Third, it is unclear if religious adolescents only fare better on academic outcomes that reward their personality, such as grades, or whether they also perform better on more objective measures, such as standardized tests. This systematic review reveals a paradoxical “effect” of academic achievement and religiosity versus-religious tradition. The overall results indicate the need to: (a) identify the interaction between religious tradition and religiosity, (b) distinguish between subjective versus objective academic outcomes; (c) examine heterogeneity among non-religious adolescents; the work of Llana was purely on general religion and academic achievement, but this work is on religious and consecrated life and academic performance.¹⁰

¹⁰ Marcus A. H, Christian K, Andrea T. Richard S., Iain D., Susan J. H. (2013). J Relig Health Journal of Religion and Health · February 2015 DOI: 10.1007/s10943-013-9769-z · Source: PubMed. DOI 10.1007/s10943-013-9769-z

Did a research work on Religious Affiliation, Quality of Life and Academic Performance: New Zealand Medical Students. The study investigated the connections between religious affiliation, quality of life (QOL) and measures of academic performance. Participants (n = 275) were recruited from the School of Medicine within a New Zealand university. Religious affiliation was classified according to three subcategories: Christian (n = 104), Eastern religion (n = 34) and non-religious (n = 117). The participants completed the World Health Organisation quality of life questionnaire (WHOQOL-BREF) and the World Health Organisation Spiritual, Religiousness, and Personal Beliefs questionnaire immediately before their lecture time. The main findings of the study indicated that participants from different religious affiliations expressed different spiritual QOL perceptions. However, these different expressions did not translate into their perceptions related to hours of study and academic achievement. In addition, the QOL measures did not relate to academic achievement estimation but did predict hours of study. Greater hours of study were related to greater physical health but lower psychological health and poorer engagement in developing social relationships. Data from a small focus group (n = 4) revealed that these students believed that having a belief system assisted them when coping with the academic. The research work of Markus et al focused on different religious group, with no reference to consecrated life, which is the key focus of this research.

Materials and Methods

This research employs the descriptive research of the survey type. This method was used in order to be more statistically accurate and more objective in investigating the impact of religious and

consecrated life on the academic performance of science students in Veritas University Abuja. The population for this research constitutes of all religious students (Reverend Fathers and Reverend Sisters) offering science related courses such as Nursing Science, Chemistry, Physics and Computer science education, Microbiology, Computer Science, pharmacy, medicine and Surgery, to mention but a few. The target population is 120 religious science students in Veritas University Abuja. The sample size technique adopted for the research is purposive sampling technique of 50 religious' students (25 male and 25 female) offering science related courses.

This research used primary data which was gotten from a self-administered questionnaire, titled impact of Religious and Consecrated Life on the Academic and Cognitive performance of Science Students (IRCLACPSS). The researcher met the correspondents with an introduction letter explaining the purpose for carrying out the research. The survey questionnaire was chosen because of its general acceptance in gathering information about a population particularly in a situation where the respondents are inaccessible. With the use of a well-designed modified five points Likert scale, the respondents in this research chose their responses. For the purpose of this study, the five-point scale includes: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). A five-point was selected in order to ensure that the respondents take a stand on the particular issue being evaluated. The data collected from the instrument were analyzed using the content & face validity by experts in the field of Test and measurement and two other experts in the research field. This is to ensure that the items of the questionnaires measured what they were supposed to measure and necessary corrections were made. Face validity of a survey instrument of this kind is considered adequate for its validity The

research instrument was pilot tested using 10 respondents aside the population to test for the instrument reliability. The Pearson Correlation Coefficient was used to determine the reliability of the instrument and a co-efficient value of 0.84 indicated that the research instrument was reliable; hence it was adopted for getting the desired information for the study.

Data collected was analyze using the measure of central tendency (mean and standard deviation). Values were assigned to the ratingscales as follows: Strongly Agree (SA) = 5 Agree (A) =4 Neutral (N)= 3 Disagree (D)= 2 Strongly Disagree (SD) =1 Descriptive statistics was employed to present the data, while the independent Mann- Whitney U Test was used for the hypotheses testing. SPSS was employed as a tool for this analysis.

Results and Discussion

Research question one: What is the impact of religious and consecrated life on the academic performance of science students in Veritas University Abuja?

Table 1: Mean and Standard Deviation on the impact of religious and consecrated life on the academic performance of science students

S/N	Items	N	Mean	Std.	Decision
1	My religious and consecrated life promotes my performance in courses	50	2.83	0.79	Agree
2	My religious and consecrated life enhance my discipline academically	50	2.90	0.80	Agree
3	My religious and consecrated life has a positive influence on reading skills	50	2.85	0.93	Agree
4	Religious and consecrated life promotes good study habits.	50	2.84	0.96	Agree
5	Religious and consecrated life increase academic drive and enthusiasm	50	2.81	0.82	Agree
6	Religious and Consecrated life gives the required discipline for academic performance	50	2.78	0.85	Agree
7	Religious and consecrated life promotes academic engagement	50	2.72	0.87	Agree
8	Religious and consecrated life enhances commitment in academic activities	50	2.51	0.99	Agree
9	Religious and consecrated life promotes the ability to solve difficult academic problems	50	2.48	1.13	Disagree
10	Religious and consecrated life promotes public speaking skills	50	2.97	0.95	Agree
	Average	50	2.77	0.91	Agree

Decision Mean: 2.5

Table 1. presents the mean and standard deviation on the impact of religious life on academic performance of science students in Veritas University Abuja. The mean of 2.5 and above was used as the benchmark for 'Agree,' and the mean of less than 2.5 was considered 'Disagree'. Consequently 10 items were listed, the table revealed that item 1, 2, 3,4, 5, 6, 7, 8 and 10 had mean scores between 2.51 and 2.93 which are above the benchmark of 2.5; this implies that religious and consecrated science students agreed that their religious and consecrated life impacts positively on their academic performance. However, item 9, had mean scores 2.48 which is less than the benchmark of 2.5; this implies that, religious and consecrated life has no impact on solving difficult academic problems based on the respondents.

The table further revealed that, the life style of religious and consecrated learners' impact positively on their reading skills, performance the average mean score response to the 10 items is 2.77, which is above the decision mean of 2.5; this indicates that, religious and consecrated life is a plus to academic performance.

Research question two: What is the impact of religious and consecrated life on the cognitive domain of learning?

Table 2: Mean and Standard Deviation on the impact of religious and consecrated life on the cognitive domain of learning among science students

S/N	Items	N	Mean	Std.	Decision
1	My religious and consecrated life promotes my retention ability.	50	2.63	0.79	Agree
2	My religious and consecrated life enhance my reasoning capacity.	50	2.71	0.60	Agree
3	My religious and consecrated life has a positive impact on critical thinking	50	2.51	0.73	Agree
4	Religious and consecrated life promotes good concentration skills.	50	2.74	0.66	Agree
5	Religious and consecrated life increases my capacity to recall basic concepts.	50	2.91	0.52	Agree
6	Religious and Consecrated life gives the required skills to apply knowledge in basic concepts	50	2.78	0.65	Agree
7	Religious and consecrated life promotes my capacity to make sound judgement.	50	2.62	0.57	Agree
8	Religious and consecrated life enhances self-expression in basic concepts.	50	2.81	0.64	Agree
9	Religious and consecrated life promotes the ability to break down information.	50	2.68	0.63	Agree
10	Religious and consecrated life promotes cognitive skills.	50	2.77	0.55	Agree
Average		50	2.72	0.57	Agree

Decision Mean: 2.5

From table 2 above, item 1-10 indicates mean values above 2.5, which shows that, the respondents all agreed that, religious and consecrated life supports and encourages cognitive domain of learning. Religious life is characterized with activities of deep meditations and a life of separation from the normal activities of life. This could form the reason behind the positive impact of religious and consecrated life on the cognitive domain of learning.

Testing of Research Hypotheses

The formulated research hypothesis was tested at 0.05 level of significance using Mann-Whitney U test.

Hypothesis: There is no significant difference between the performance of male and female Religious and consecrated life of science students in Veritas University Abuja.

In testing the hypothesis, Mann-Whitney U test was used as presented in Table 3.

Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	P-value
Male	25	2.75	27.50	1251.500	0.633 ^{ns}
Female	25	2.68	26.80		

NS: Not Significant at 0.05 ($p > 0.05$)

Table 3. shows the Mann-Whitney U test on the significant difference in the performance of male and female religious and consecrated science students, the mean rank and sum of ranks of male students are 2.75 and 27.50. While, the mean rank and sum of ranks of female students are 2.68 and 26.80 with a U-value = 1251.500, $p = 0.633$. The p-value is greater than the level of

significance, hence the hypothesis was not rejected. Therefore, there is no significance difference in the performance of the male and female religious and consecrated life science students in veritas University Abuja.

Summary of Findings

- i. Religious and consecrated life has positive impact on the academic performance of science students in Veritas university Abuja.;
- ii. Cognitive domain of learning is also enhanced by religious and consecrated life.
- iii. There was no significance difference in the performance of male and female religious and consecrated science students.
- iv. Religious and consecrated life does not aid solving of difficult academic problems, which calls the need for pastoral counselling.

Discussion of Findings

The findings of this work showed that, religious and consecrated life impacts positively on the academic performance of science students, this assertion is in agreement with the findings of Radhika and Shruti (2024) who discovered that Spirituality impacts positively on academic performance and also the findings of Llana (2020) agreed with the findings. On the contrary, Radhika and Shruti (2024) work revealed that, female spiritual person gains higher performance in their academics than their male counterpart, this work, shows that, there was no significant difference in the performance between the male and female religious and consecrated life science students. Marcus etal (2013) found out that, religious believes helps people to

cope with academic achievement which supports the findings of this work.

Conclusion

The study affirmed that religious and consecrated life is beneficial to academic performance and there is no significant difference in the performance of male and female religious and consecrated individuals. Though, it was discovered that, religious life has no perfect impact on solving difficult academic challenges which provides the need for pastoral counselling.

Recommendations

Based on the findings of this work, it is recommended that:

Religious and consecrated life should be part of every religious based university.

Pastoral counselling should be made available for religious persons.

References

- Božek, A., Nowak. P. F., & Blukacz, M. “The relationship between spirituality, health related behavior, and psychological well-being”. *Frontiers in Psychology*, 11 (2020), 552187.
- Fadipe B. M. “The Impact of Blended Learning on the Academic Performance of Physics Students in the Bwari Area Council of Abuja”. *Journal of Computers for Science and Mathematics Learning* ISSN 3047-4876 (online) & 3047-6755 (print) August 2025, Vol. 2, No. 2, pp. 53–58. DOI:10.70232/jcsml.v2i2.2, 1.

- Federal Republic of Nigeria, Federal Ministry of Education. *National Policy on education*. (NPE). (2013).
- Hasanah, M., and Haris, A. “Spirituality and subjective well-being in tahfidz students in Islamic boarding school”. *Jurnal Manajemen Pendidikan Islam*, 4 (2) (2023), 220-227.
- John Paul III. *Fides et Ratio*. Vatican City, Libreria Editrice Vaticana. 1998.
- Llana, M. H. “Religion and Academic Achievement: A Research Review Spanning Secondary School and Higher Education”. *Review of Religious Research* <https://doi.org/10.1007/s13644-020-00433-y> (2020).
- Marcus, A. H, Christian K., Andrea, T., Richard, S., Iain, D. and Susan, J. H.. J “Relig Health” *Journal of Religion and Health* · February 2015 DOI: 10.1007/s10943-013-9769-z Source: PubMed DOI 10.1007/s10943-013-9769-z. (2013).
- Mirkovic, B., Belloncle, V., Pellerin, H., Guilé, J.-M., & Gérardin, P. “Gender Differences Related to Spirituality, Coping Skills and Risk Factors of Suicide Attempt: A Cross-Sectional Study of French Adolescent Inpatients”. *Frontiers in Psychiatry* 12, 537383. doi:10.3389/fpsyt.2021.537383. (2021).
- Okunlola, O. B. Odukoya. J. A., Olowookere, E. I., Omonijo, D. O., & Anyaegbunam, M. C. “Relationship between spirituality and academic performance: The experience of selected undergraduates in a faith-based university.” *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(1), 1024-1039. (2021).
- Pavelea, A. and Culic, L. “Religiosity, Spirituality, and Well-Being in Emerging Adulthood.” <https://www.intechopen.com/chapters/88804>. (2023).

Fadipe B. M., Bahago S. B., Enem U., Shabanyang B. S. & Alpha S. A.

Peter, Joy Abosede and Fadipe, Bayo Michael. “Colleges of Education Science Teachers Awareness of E-Books in Sciences for Learning in Kaduna State.” *Journal of Educational Studies Trend and Practices*. (JESTP). 26/8 (2023), 63- 72.

Radhika, A. and Shruti D. “Impact of spirituality on academic performance and well-being among young adults.” *International Journal of Interdisciplinary Approaches in Psychology* (IJIAP) Vol. 2, Issue 4 April 2024. ISSN: 2584-0142. (2024).

Singh, M., and Sharma, T. “Relationship between Psychological Well-being and Spirituality namong Young Adults.” *Indian Journal of Positive Psychology*, 14(2). (2023).