

## FACTORS THAT INFLUENCE THE STUDY OF CRS IN SECONDARY SCHOOL IN ENUGU NORTH LGA OF ENUGU STATE

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### ABSTRACT

*This study was conducted to examine the factors that influence the study of Christian Religious Studies in senior secondary schools in Enugu North local government area of Enugu state. The study adopted survey research design. Questionnaire was used to obtain relevant information from 80 respondents (comprising of Christian Religious Studies teachers and students) selected from all senior secondary school in the study area. The questionnaire has 15 items. The data collected were presented in tables and analysed using mean. After collection, and analysis of data. The findings showed that the teaching methods used in teaching of Christian Religious Studies in senior secondary schools in Enugu North LGA are making general introduction before teaching and use in teaching and learning of Christian Religious Studies, unhealthy attitude of students towards Christian Religious Studies, and that the physical environmental condition in teaching and learning that exist in teaching and learning of Christian Religious Studies in senior secondary school in Enugu North Local Government Area are provision of Christian Religious Studies instructional materials that all schools should have a good revise standard version Bible. In addition Christian Religion Studies teachers should imbibe the habit of using instructional materials complement for the existing insufficiency.*

**Keywords:** Christian Religious Studies, Objectives and factors affecting the study of Christian Religious Studies

### Introduction

Religion can be defined as the beliefs, attitudes, emotions or behaviour constituting man's relationship with the power and principles of the universe, especially with a deity or deities. It is also an object of conscientious devotion or scrupulous care

(Lawal, 2012) Christian Religious Knowledge or Studies is an aspect of religion that is peculiar to the followers of Christ. Christian religion was first regarded as a sectional religion. It was a religion of the Jews, then called Judaism or Yahwehism otherwise called Hebrew. Christian religion

is being practiced in Nigeria till today because it is a builder of attitude and morality. Religion cannot be separated from education that is the reason why religious education is included in the National Curriculum of Education right from the primary to the university education. The secondary school syllabi for Christian Religious Education in some African and Asian countries are said to have been conceptualized by saint Ignatius Loyola the founder of the Jesuit Order of the Roman Catholic

Church, and were later on put into practice by the World Council of Churches to work as a bridge across denominations for Christian Unity (Magoma, 2012).

In the United Kingdom, Religious Education is statutory subject that all schools must teach. The legal requirements governing Religious Education were set out in the Education Reform Act of 1988 and confirmed by the Education act of 1996 and 1998. However, this subject in the united kingdom is an unpopular subject that has multiple problems (Magoma, 2012). The enlightenment and secularization of Western education has not only replaced church schools, but within the secular schools, the significance of religious education has diminished. Religious Education has low status as a subject and is often regarded as make-weight to complete formally the demand for examination passes in certain number of subjects. Finally it is an open secret that in many schools the period allotted to religious instruction is often used for talks on current affairs (Gabriel, 2017)

Over 50% of the population in Nigeria is Muslims, the remainder being Christians and followers of African Traditional Religions. Syllabi for Islamic and Christian Religious knowledge were drawn up by state and Federal Ministries of Education since the 1950s. These syllabi prepared students for the subject in the West African School Certificate Examinations. The subjects were very popular. Around 1984 Nigeria changed the education system and at the same time all syllabi were reviewed by subject panels set up by the Nigerian Educational Research Council affiliated with the Ministry of Education. According to this syllabus, the way of teaching Islam and Christianity in Nigeria is expected to be professional, that is, students are taught how to "practice" their religion (Lemu, 2012).

Despite the importance of Christian Religious Knowledge to the individual and nation in imparting moral values and behavioural change, it is worthy to note that the performance of students in the subject is diminishing and poor. Moreso, there seems to be a growing apathy for Christian Religious Studies among students of senior secondary schools. They lack the interest to take Christian Religious Studies seriously and to practice some of the precepts thought therein (Lawal, 2010). This problem is not without its cause.

It has been observed several factors influence the study of Christian Religious Studies as a subject, which in turn affects students performance. These factors range from teachers-related to student-related as well as school learning environment. It is against these backdrop that this study sought to determine the factors that influence the study of Christian Religious Studies in secondary schools.

## Statement of the Problem

As already noted, some factors that are teacher-related, student-related and even environment-related influence the study of Christian Religious Studies. This is not surprising considering the sensitive nature of the religion in Nigeria and Christian Religious Studies as a subject in secondary schools. Like in most other subjects, the teachers of Christian Religious Studies are expected to be competent, to know the subject and method of implementation of the curriculum, and be able to effectively use available teaching and learning resources in the implementation of the curriculum. Another qualities, which perhaps is one of the most crucial in a teacher is the attitude. Cases abound when teachers manifest lackadaisical attitude towards the subject and the students. This invariably discourages the study of the subject. A teacher with the ideal knowledge/competence, qualification and attitude should be able encourage the students and heighten their interest on the subject. This is what seems to be lacking in many secondary schools.

There are some issues surrounding students that affect their learning of Christian Religious Studies. The socio-economic background of the student, their religious background of their family, their attitude to academics generally and to Christian Religious Studies in particular and the prevailing religious belief in that locality, these are some of the student-related factors influencing the study of Christian Religious Studies. The worry of the researcher, therefore, is to ascertain the extent to which these factors influence the study of Christian Religious Studies in senior secondary schools in Enugu North Local Government Area of Enugu State.

## Purpose of the Study

The main purpose of the study is to determine the factors that influence the study of Christian Religious Studies in senior secondary schools, a case study of Enugu North Local Government Area. The specific objectives are to:

1. To ascertain the extent to which teachers-related factors influence the study of Christian Religious Studies in senior secondary schools;
2. To determine the extent to which students-related factors influence the study of Christian Religious Studies in senior secondary schools;

## Research Questions

The following questions guided this study:

1. To what extent do teachers-related factors influence the study of Christian Religious Studies in senior secondary schools?
2. To what extent do students-related factors influence the study of Christian Religious Studies in senior secondary schools?

## Literature Review

### Christian Religious Studies

Isreal (2011) states that a Christian is one who professes and belief in Jesus Christ or fellows the religion based on the life and teachings of Jesus Christ. Anole added that a

Christian is a person who adheres to Christianity and Abraham, monotheistic religion based on the life and teaching of Jesus of Nazareth, who Christian belief is the Messiah. Okoro (2010) opines that a Christian is a particular kind of human being, not in the sense that a Christian has a different biological or psychic structure, but in the sense that a Christian has moved to a different level of human consciousness.

Anih (2010) equally state that a Christian is a follower of Jesus Christ, that a person who believes and practices the tenets of the Christian faith in the Holy Scripture (Bible). However, in the context of this study, a Christian is referred to as students who practice Christianity and learn it in school as one of a religion in the world. Religion in the other way has been heated with lots of debate about the meaning and its practices in human society. Its etymology can help to define the concept. Religion is derived the Latin noun 'religio', but with some ambiguities arising from these different verbs that are allied with the noun -'religion' [to turn constantly" or to observe conscientiously"] 'religari [to bind on self] (back) and 'religere' ("to choose again") (Okoro, 2010). Each of these verbs according to Okoro points to three possible religious attitudes. Though it is not clear from which verb the noun is derived, each of the verbs is consistent with the view that religion "a relation to God."

The nation curriculum of religious studies in secondary schools approved by the Nigerian educational research and development council (NERDC) through universal Basic Education Programmes (UBE, 2013) and the federal ministry of education recognized the need for God and to be sound citizen who with be responsive and responsible to national calling. The curriculum covers the introduction of Christian religious studies;

man and his relation to God, historical activities of prophets, teaching of Christ, Holy spirit, Acts of Apostles, Jesus and Gentiles. Miracles of Jesus Christ, commandment of God, Repentance, faith, love believe and among others (NERDC, 2013).

### **Objectives of Christian Religious Studies**

In the past, several aims were proposed for Christian religious studies in Nigerian secondary schools. Such of these aims is briefly discussed below according Gotani (2015);

#### **To Teach the Bible**

CRS as an academic field of study aimed at teaching the student the Bible contents. Ugbo (2013) opines that the Bible is the master textbook and in fact, in most times, the title given to the subject was Bible.

To Teach Morals: The teaching of morals has been a long-standing aims recommended for teachers of Christian religious studies in secondary schools and other institutions of learning (Nwachukwu, 2010). Morality is very important concept especially in this era of moral decadence all over the world. Moral education as over the years impacted largely through literature in the forms of legend about the gods and heroes of Greece (Gotan, 2015). Gotta admitted that in the Jude Christian tradition the link between morality and religions has been so close that people still regard them as inseparable. Gotan (2015) 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 (2012) states that the aims of teaching Christian religious studies in Nigerian schools is to educate the Nigerian children both morally and intellectually, and instill in them the desire to be good citizens". So through guidance and supervision of their conducts, the children are encouraged to develop a right attitude towards life, their environment, interpersonal relationship and community living.

Okoro (2010) puts it succinctly that the teaching and learning of Christian Religious Studies in secondary schools in Nigeria has the following objective of Christian religious studies. These are:

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.

It is expected that for these objectives to be achieved, adequate teaching and learning strategy and method is required hence, it is the surest means of cultivating and shaping the students' behaviour. This idea on how to achieve the objective of Christian Religious Studies in schools has made the federal government of Nigeria in her national policy on education of 2004 specifically state moral or religion instructions should be taught in school through the study of the biographies of great people, studies and practices of

Religion, discipline, games and other activities that involves term work (FME, 2004). However, there are some factors that have hindered and continue to hinder the smooth study of this subject in secondary schools.

### **Factors Militating Against the Study of Christian Religious Studies**

#### **Teacher-Related Influence on the Study of Christian Religious Studies**

In this regard, teachers competence is utmost. Garret (2011) claimed that a professionally trained teacher was known to have acquired the communication skills, professional attitudes, abilities and values necessary for the implementation of a Curriculum. He explained that what teachers taught and the type of strategies they employed depend greatly on previous training. Furthermore the teacher in the school was expected to interpret the learning outcome and content within the curriculum and control the learning environment competently.

In the teaching of Christian Religious Studies, teachers who are incompetent often times do not know the subject, they lack knowledge of the methodology proposed by the curriculum and are not practicing Christians. All of these leave the students wanting in knowledge and example to emulate.

The teacher should know how to involve the students in the process. Dewey cited in Lawal (2010) emphasized the need to actively involve the students in the teaching/learning process. Therefore Christian Religious Studies, or any other subject, will not adequately help students on moral related issues if correct methods, based

on the connect concept of teaching, are not used. A study carried out by Wainaina in (2011) revealed that most teachers were unaware of teaching methodologies that could stimulate students' interest in learning Christian Religious Studies. In the teaching of Christian Religious Studies, the teacher is expected to apply appropriate teaching methods based on the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behavior change. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change.

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### **Student-Related Influence on the Study of Christian Religious Studies**

Ntamu, Owulu, & Monity (2016) noted that 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. More so, it can be said that apart from the attitude that has been mentioned, there is 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 invariably create an associated problem of self-concept vis-à-vis attitudinal changes. More so, the age of the student in the learning of CRS is an important aspect of learning that enhances performance, a much younger age could make the learner lack ability to understand basic abstract concepts, this could be detrimental to success in learning.

From the researcher's personal observations, it was revealed that Enugu Municipality and Enugu State as a whole is a predominantly Christian society with little fraction of Muslim, with lots of institution that teaches the tenets of Christianity, which is similar to what is learnt in schools. Leveraging on these, churches, Christian religious organizations and secondary school students should be expected to perform very well. On the other hand, children from Muslim families find it difficult to learn, assimilate and even practice some of these Christian tenets taught in Christian Religious Studies.

### **School Learning Environment on the Study of Christian Religious Studies**

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that "teaching is inseparable from

learning but learning is not separable from teaching" is that teachers do the teaching to make the students learn, but students can learn without the teachers. According to Kosomo (2011), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome in Christian Religious Studies. It includes Bible and other books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged (Kasomo (2011).

Writing on the role of facilities in teaching, Balogun (2012) submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (2010) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

According to Hallak (2010), facilities form one of the potent factors that contribute to academic achievement of students in any subject. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement of students. He however, quickly added that unattractive school buildings and

overcrowded classrooms among others contribute to poor academic achievement of the students. In all, school physical environments - school climate and facilities - play an integral part in academic performance in Christian Religious Studies, especially for students of secondary schools and below.

### **Theoretical Framework**

In this study, the theory of constructivism and multiple intelligences were reviewed

### **Theory of Constructivism**

The theory of constructivism was developed by John Dewey and was popularized by the ideas of educators like Rousseau, Montessori and Jerome Bruner in Early 19th century. The theory of constructivism holds that learning is contextual, done as a whole, that knowledge exists only in the learner, that learners transform input, that learners explores, organize and monitor their environment while teachers are supportive in learning process. The proponents are of the views that human beings do not learn by sucking up external sources, but rather learn by activity making or own meaning. The proponents are of the view that children learn through active participation in classroom activities, that imagination is the gateway to learning from past experiences that are carried into the presents.

Relating this theory to the present study, it shows that when students are allowed to participate in the classroom activities by performing different roles, they can explore information on their own develop their cognitive structures and this would promote

their interest and achievement in Christian Religious Studies in senior secondary schools. It is important to note that the theory emphasizes for the importance of 'learning by doing' (role playing) therefore, if students are allowed to explore information on their own, it would bring their imagination or aesthetic world with the cognitive world of the students which invariably promote the interest and achievement of students in Christian Religious Studies in secondary schools.

This study adopted a survey research design. The area of the study is senior secondary schools of Enugu State with reference to birth. The sampling techniques used in this study is simple random technique. The researcher sampled the entire population of 80 senior secondary schools in Enugu north local government area. The instrument for data collection is mean. The method of data analysis used in this study was simple percentage.

## Research Method

### Data Analysis

#### Research question 1

**To what extent do teachers related factors influence the study of Christian religious studies in senior secondary school?**

Table 1: Responses on the various extent do teacher's related factors influence the study of Christian religious study in senior secondary schools.

S/N	ITEMS	SA	A	D	SD	N	Σfx	X	DEC
1	Using good instructional	20	40	12	8	80	232	2.9	Agree
2	Making use of example	27	24	13	16	80	222	2.78	Agree
3	Making use of good set induction	10	10	29	31	80	109	1.98	Agree
4	Making much use of for cement	15	42	15	8	80	224	2.8	Agree

Table 1 showed that all listen items have man score that are above the cut off point of 2.50. This implies that they are the various extent teachers related factor influence the study of Christian Religious Studies in senior secondary schools.

#### Research Question two

**To what extent do student's related factors influence the study of Christian Religious Studies in senior secondary school?**

Table 2: Mean response on the extent do students related factors influence the study of Christian Religious Studies in senior secondary school

S/N	ITEMS	SA	A	D	SD	N	Σfx	X	DEC
1	It make them to understand bible	15	42	15	8	80	224	2.8	Agree
2	It promote them to be future youths	27	24	13	16	80	222	2.78	Agree
3	It makes them to know more about	29	31	10	10	80	200	2.91	Agree
4	It makes them to know more about God	27	11	32	10	80	232	2.9	Agree

Table 2 show the all the listed items are the various student related factors influence the study of Christian Religious Studies in senior secondary school.

### Discussion of Findings

The first research question sought to identify the extent teachers related factors influence the effect study of Christian Religious Student in senior secondary schools. It was found that teachers use two method mostly. Making general introduction before teaching and duse of the example method. They do not used group discussion and practical. These findings, is in line with Onyenete (2010), who observed that teachers go to classes with repached principles and theories lectures participating actually, the finding finally goes country to Bououet (2016), that student learn through their own active involvement with concepts and principles. They should also have experience and conduct investigation that permit them to discover facts themselves.

The second research question inquired into extents of students related factors influence the study of Christian Religious Studies in SSS. The finding instructional materials used by teachers. This finding narrates the ideas of what a teacher should do in his/her class. Udeazor (2012) maintained that a teacher exposes demonstrates it to them and engages them in that the government has made Christian Religious studies in the senior secondary class on implant subject in order to meet up with global world of today's daily activities, which now is more of Christian Religious.

### Conclusion

This study has identified the various difficulties which senior secondary school student in Enugu north local government area encounter in the study of Christian religious

studies. In the contrary in the teachers that are teaching Christian religious studies, instruction material that teachers uses in the teaching of Christian religious on education.

### Recommendations

Based on findings and limitations of the study the following recommendations were made by the researcher.

1. That parents should teach there children how to read Christian Religious Studies
2. That government should take note to the student in senior secondary school to read there books and behave in their life in Christian form.

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