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# TEACHER-RELATED FACTORS INFLUENCING CHRISTIAN RELIGIOUS STUDIES CURRICULUM IMPLEMENTATION IN SECONDARY SCHOOLS IN IKWO LOCAL GOVERNMENT AREA, EBONYI STATE

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## ABSTRACT

*This study examined teacher-related factors influencing Christian religious studies curriculum implementation in secondary schools in Ikwo local government area, Ebonyi state. Specifically the study aimed at determining the influence of the teacher's competence on Christian Religious Studies curriculum implementation in public Secondary schools; establishing the influence of teaching methodology on the implementation of Christian Religious Studies curriculum in public Secondary schools; determining the influence of the teacher's attitude on the implementation of Christian Religious Studies curriculum in public secondary schools and examining the influence of the teacher's use of teaching and learning resources on the implementation of Christian Religious Studies curriculum in public secondary. The descriptive survey research design was adopted for the study. The population of the study was made of 400 teachers from public schools. A sample size of 200 respondents was drawn for the study and a structured questionnaire was used for data collection. Data collected were analyzed using mean statistics. Findings were that teacher's competence, teaching methodology, teacher's attitude as well as teacher's use of teaching and learning resources all influence the implementation of Christian Religious Studies curriculum on public secondary schools in Ikwo Local Government Area of Ebonyi State. Based on the findings it was recommended among other things that the Ministry of Education should ensure regular in-service training for all teachers of Christian Religious Studies Syllabus to match the new knowledge and skills that have come up with the new curriculum innovation.*

**Keywords:** Teacher, Factors, Curriculum, Implementation**.**

## Introduction

An appraisal of Christian Religious Studies curriculum contents reveals that the subject has the potentials required to build one's moral character. The question now is why is the implementation of the subject curriculum contents difficult? One of the hypotheses of this research is that the effective implementation of Christian Religious Studies curriculum will lead to the achievement of the lofty aim of Christian Religious Studies. Effective implementation of Christian Religious Studies curriculum is all about ensuring adequate positive results of Christian Religious Studies on the lives of the learners. Akubue (2012) observed that effective implementation of Christian Religious Studies curriculum is closely tied to teachers' performance or ability to influence his class positively. This means that an effective teacher has the

responsibility of ensuring that the aims of the subject is achieved through his authority as an arbiter, skilled and competent in his field and through the authority derived from his general behavior in and outside the classroom. This implies that the commitment of the teacher is of immense importance in the curriculum implementation. Akubue (2012) noted that the teachers' integrity to faith and life is an approach to implementation of Christian Religious Studies curriculum. Majority of what happens in the life of a learner is being determined by the teachers' efficacy; hence it appears that the basic problem to effective implementation of Christian Religious Studies curriculum has to do with the teachers' dispositions. This has necessitated the need to empirically search, review and evaluate the subject's implementation approaches, the competence of the teachers as agents of the implementation, their attitudes as well as the influence of the teacher's use of learning resources in undertaking the subject's curriculum implementation in public secondary schools, Ikwo Local Government Area of Ebonyi State, Nigeria.

**Statement of the problem**

The major aims of inclusion of Christian Religious Studies in the system of education curriculum is to train a generation of people who can maturely reason, have respect for themselves and others with ability to recognize the dignity of work and values that make a responsible citizen as entrenched in the national goals of education. At secondary level the subject is mandated to inculcate in the learners, morals and attitudes of good citizenship as they anticipate for high learning in education. (Onsongo, 2009). To this reason, Ikwo Local Government Area of Ebonyi State, is intended to bring about the numerous goals of the subject in the lives of students as they undergo the necessary transformation needed through acquisition of both moral, attitudes, life skills and educational values expected to transform them for better future. Akubue (2008) indicates that although the moral attitude of the learners has failed to improve steadily in this modern society, the subject has the required ingredients to help shape this generation character effectively. The question now is what teacher - factors influence the implementation of the subject curriculum contents? There is a need therefore to assess the teacher-related factors which influence the implementation of Nigeria Secondary curriculum programs for Christian Religious Studies in an effort to improve student performance.

**The purpose of the study**

The purpose of this research is to investigate the teacher-related factors influencing Christian Religious Studies curriculum implementation in public Secondary Schools. Specifically, the study seeks to:

1. Determine the influence of the teacher's competence on Christian Religious Studies curriculum implementation in public Secondary schools.
2. Establish the influence of teaching methodology on the implementation Christian Religious Studies curriculum in public Secondary schools

3. Determine the influence of the teacher's attitude on the implementation of Christian Religious Studies curriculum in public secondary schools
4. Examine the influence of the teacher's use of teaching and learning resources on the implementation of Christian Religious Studies curriculum in public secondary

**Research questions**

The study was guided by the following research questions:

i. How does the teacher's competence influence the implementation of Christian Religious Studies curriculum on public secondary schools?
ii. What is the influence of teaching methodology on Christian Religious Studies curriculum implementation in public secondary schools?
iii. How does the teacher's attitude influence the implementation of Christian Religious Studies curriculum on public secondary schools?
iv. How does the teacher's use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum on public secondary schools?

**Research Method**

The researcher used descriptive survey design because the study involved fact finding and inquiries. The objective of descriptive survey was analyzed, explained and documented. The research was carried out in ten senior secondary schools in Ikwo Local Government Area in Ebonyi State. The schools in this Local Government include both single sex and co-educational schools. The population of this study consisted of teachers and students in some selected secondary schools in Ikwo Local Government Area. A total number of four hundred (400) peoples were used, of which two hundred (200) were teachers and other two hundred (200) were students.

Simple random sampling techniques was used. Hence, ten (10) teachers and ten (10) students were selected from each of the ten (10) schools out of the twenty-eight (28) secondary schools in the area of study, making the sampling size of (200) respondents. The questionnaire which was the instrument for the collection of data, was administered by hand to the respondents in some selected secondary school in the area of study and all of them collected back. The generated data were analyzed using mean which was mathematically calculated based on the data generated using the following formula;

Formular of mean = $\bar{X} = \frac{\sum fx}{\sum f}$

Where $\bar{X}$ = mean

X = Number of responses to each item

$\sum$ = Summation

F = The frequency of responses on each item

N = Total number of respondents.

$1+2+3+4 = \frac{10}{4} = 2.50$

**Data Presentation and Analysis**

**Research Question One:** How does the teacher's competence influence the implementation of Christian Religious Studies curriculum on public secondary schools?

Items 1-5 on the questionnaire were designed to get information from the respondents on the research question. The results are shown in table 1 below.

**Table 1: Mean Rating Response on how the teacher's competence influence the implementation of Christian Religious Studies curriculum on public secondary schools**

| S/N | Items statement | SA | A | D | SD | N | X | Remark |
|---|---|---|---|---|---|---|---|---|
| 1 | Lack of competence in preparing of lesson plan influence the implementation of Christian Religious Studies curriculum on public secondary schools | 112 | 60 | 20 | 8 | 200 | 3.38 | Accepted |
| 2 | Teacher's communication competence while teaching C.R.S influences the implementation of Christian Religious Studies curriculum on public secondary schools. | 136 | 40 | 18 | 6 | 200 | 3.53 | Accepted |
| 3 | Teacher use of set induction in teaching C.R. S influences the implementation of Christian Religious Studies curriculum on public secondary schools | 93 | 66 | 32 | 9 | 200 | 3.22 | Accepted |
| 4 | Teacher experience determines competence makes the teacher receptive and flexible in the implementation of curriculum | 104 | 39 | 30 | 27 | 200 | 3.10 | Accepted |
| 5 | lack of teacher competences in stimulus variation in while teaching C.R.S. can influences the implementation of Christian Religious Studies curriculum on public secondary schools | 112 | 60 | 20 | 8 | 200 | 3.38 | Accepted |
| | Grand Mean | | | | | | | |

Table 1 above shows that teacher's competence influences the implementation of Christian Religious Studies curriculum on public secondary schools Ikwo Local Government Area of Ebonyi State. Table above revealed that items 1-5 have the mean scores of 3.38, 3.53, 3.22, 3.10 and 3.38 respectively. This indicated that teacher's competence influence the implementation of Christian Religious Studies curriculum on public secondary schools Ikwo Local Government Area of Ebonyi State as indicated by teacher's responses.

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**Research Question Two:** What is the influence of teaching methodology on Christian Religious Studies curriculum implementation in public secondary schools?

Items 6-9 on the questionnaire were designed to get information from the

respondents on the research question. The results are shown in table 2 below.

**Table 2: Mean Rating Response on the influence of teaching methodology on Christian Religious Studies curriculum implementation in public secondary schools.**

| S/N | Items statement | SA | A | D | SD | N | X | Remark |
|---|---|---|---|---|---|---|---|---|
| 6 | lack of teaching methodologies that could stimulate students' interest in learning Christian Religious Studies affect the curriculum implementation | 83 | 68 | 15 | 34 | 200 | 3.00 | Accepted |
| 7 | Non utilization of Christian Religious Studies activity in teaching methods affects the curriculum implementation. | 76 | 59 | 19 | 46 | 200 | 2.83 | Accepted |
| 8 | Lack of appropriate teaching methods based on the learners' experiences affect the curriculum implementation | 137 | 40 | 10 | 13 | 200 | 3.51 | Accepted |
| 9 | Inability of C.R.S teacher to present situation of the learners and letting them arrive at a religious understanding of their experiences affect the curriculum implementation. | 132 | 53 | 9 | 6 | 200 | 3.56 | Accepted |

The Table 2 above revealed that items 6-9 have the mean scores of 3.00, 2.38, 3.51 and 3.56 respectively. These show that the respondents accepted that lack of teaching methodologies that could stimulate students' interest in learning Christian Religious Studies affect the curriculum implementation, non-utilization of Christian Religious Studies activity in teaching methods affects the curriculum implementation, lack of appropriate teaching methods based on the learners' experiences affect the curriculum implementation and inability of C.R.S teacher to present situation of the learners and letting them arrive at a religious understanding of their experiences affect the curriculum implementation are how teaching methodology influence Christian Religious Studies curriculum implementation in public secondary schools.

**Research question Three:** How does the teacher's attitude influence the implementation of Christian Religious Studies curriculum on public secondary schools?

Items 10-14 on the questionnaire were designed to get information from the respondents on the research question. The results are shown in table 3 below.

**Table 3: Mean Rating Response on how teacher's attitude influences the implementation of Christian Religious Studies curriculum on public secondary schools.**

| S/N | Item Statement | SA | A | D | SD | N | X | Remark |
|---|---|---|---|---|---|---|---|---|
| 10 | Teachers negative attitudes towards the subject affects the effective implementation of the subject in the curriculum | 112 | 60 | 20 | 8 | 200 | 3.38 | Accepted |
| 11 | Negative comments by some of the stakeholders negatively influence the attitudes of teacher towards the subject affects the effective implementation of the subject in the curriculum | 136 | 40 | 18 | 6 | 200 | 3.53 | Accepted |
| 12 | Lack of societal recognition influence the attitudes of teacher towards the subject affects the effective implementation of the subject in the curriculum | 93 | 66 | 32 | 9 | 200 | 3.22 | Accepted |
| 13 | Christian Religious Studies teachers feel excluded from the special allowances demotivates Christian Religious Studies teachers which can adversely affect their work | 104 | 39 | 30 | 27 | 200 | 3.10 | Accepted |
| 14 | Teachers attitudes does not influences curriculum implementation | 112 | 60 | 20 | 8 | 200 | 3.38 | Accepted |

Table above revealed that items 11-14 have the mean scores of 3.38, 3.53, 3.22, 3.10 and 3.38 respectively. These show that in the respondents accepted that Teachers negative attitudes towards the subject affects the effective implementation of the subject in the curriculum, negative comments by some of the stakeholders negatively influence the attitudes of teacher towards the subject affects the effective implementation of the subject in the curriculum, lack of societal recognition influence the attitudes of teacher towards the subject affects the effective implementation of the subject in the curriculum, Christian Religious Studies teachers feel excluded from the special allowances demotivates Christian Religious Studies teachers which can adversely affect their work and Teachers attitudes does not influences curriculum implementation as how teacher's attitude influences the implementation of Christian Religious Studies curriculum on public secondary schools.

**Research Four:** How does the teacher's use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum on public secondary schools?

Items 15-19 on the questionnaire were designed to get information from the respondents on the research question. The results are shown in table 4 below.

**Table 4: Mean Rating Response on how the teacher's use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum on public secondary schools**

| S/N | Items Statement | SA | A | D | SD | N | X | REMARK |
|---|---|---|---|---|---|---|---|---|
| 15 | Limited instructional materials in the schools affects C.R.S teachers' effectiveness in the class | 106 | 52 | 35 | 7 | 200 | 3.29 | Accepted |
| 16 | Inadequate provision of teaching aids by my school management affect affects the effective implementation of the subject in the curriculum. | 104 | 39 | 30 | 27 | 200 | 3.10 | Accepted |
| 17 | Teaching-learning of C.R.S in schools without instructional materials such as, chart, maps, curves and graphs and so on affect the effective implementation of the subject in the curriculum | 112 | 60 | 20 | 8 | 200 | 3.38 | Accepted |
| 18 | Non- utilization of teaching aids affects the effective implementation of the subject in the curriculum | 136 | 40 | 18 | 6 | 200 | 3.53 | Accepted |
| 19 | Inadequacy of school facilities affects the effective implementation of the subject in the curriculum | 93 | 66 | 32 | 9 | 200 | 3.13 | Accepted |

Table above revealed that items 15-19 have the mean scores of 3.29, 3.10, 3.38, 3.53, and 3.13 respectively.

These shows that the respondents accepted that limited instructional materials in the schools affects C.R. teachers' effectiveness in the class, Inadequate provision of teaching aids by my school management affect affects the effective implementation of the subject in the curriculum, teaching-learning of C.R.S in schools without instructional materials such as, chart, maps, curves and graphs and so on affect the effective implementation of the subject in the curriculum, non- utilization of teaching aids affects the effective implementation of the subject in the curriculum and inadequacy of school facilities affects the effective implementation of the subject in the curriculum as how the teacher's use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum on public secondary schools.

**Summary of the Study**

The major findings of the study are as follows:

1. Teacher's competence influences the implementation of Christian Religious Studies curriculum on public secondary schools in Ikwo Local Government Area of Ebonyi State.
2. Teaching methodology influences Christian Religious Studies curriculum implementation in public secondary schools in Ikwo Local Government Area of Ebonyi State.

3. Teacher's attitude influences the implementation of Christian Religious Studies curriculum on public secondary schools in Ikwo Local Government Area of Ebonyi State.
4. Teacher's use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum on public secondary schools in Ikwo Local Government Area of Ebonyi State.

**Discussion of Findings**

From the analysis of the data generated from this study, in line with specific objective one, research question one, the data collected and analyzed indicated that teacher's competence influence the implementation of Christian Religious Studies curriculum on public secondary schools local Government Area of Ebonyi State. This is because the respondents accepted that lack of competence in preparing of lesson plan influence the implementation of Christian Religious Studies curriculum on public secondary schools, Teacher's communication competence while teaching C.R.S influences the implementation of Christian Religious Studies curriculum on public secondary schools, teacher use of set induction in teaching C.R. S influences the implementation of Christian Religious Studies curriculum on public secondary schools, teacher experience determines competence makes the teacher receptive and flexible in the implementation of curriculum, lack of teacher competences in stimulus variation in while teaching C.R.S. can influences the implementation of Christian Religious Studies curriculum on public secondary schools. This finding is in tandem with the position of Garret (2001) who 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 (Hawes, 1991).

In the analysis of research question two on the influence of teaching methodology on Christian Religious Studies curriculum implementation in public secondary schools. The researcher found that lack of teaching methodologies that could stimulate students' interest in learning Christian Religious Studies affect the curriculum implementation, Non utilization of Christian Religious Studies activity in teaching methods affects the curriculum implementation, Lack of appropriate teaching methods based on the learners' experiences affect the curriculum implementation and Inability of C.R.S teacher to present situation of the learners and letting them arrive at a religious understanding of their experiences affect the curriculum implementation. This finding corresponds with the suggestion made by a study carried out by Wainaina in (2003) 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.

From the research question three on how does the teacher's attitude influence the implementation of Christian Religious Studies curriculum on public secondary schools, it was observed that the respondents agreed that teachers negative attitudes towards the subject affects the effective implementation of the subject in the curriculum, negative comments by some of the stakeholders negatively influence the attitudes of teacher towards the subject affects the effective implementation of the subject in the curriculum, Lack of societal recognition influence the attitudes of teacher towards the subject affects the effective implementation of the subject in the curriculum, Christian Religious Studies teachers feel excluded from the special allowances demotivates Christian Religious Studies teachers which can adversely affect their work and teachers attitudes does not influences curriculum implementation. The findings are in line with the research done by Kutto (2013) on overcoming challenges facing the teaching of Christian Religious Studies discovered that both teachers and learners' negative attitudes towards the subject was a major concern since it affects the effective implementation of the subject in the curriculum. Similar observation was confirmed by Ndarwa (2007) that the Christian Religious Studies a subject must be considered as important as any other subject within the curriculum hence be given equal consideration as given to the languages and sciences during the curriculum implementation process.

The research question Four on how does the teacher's use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum on public secondary schools, it was observed that the respondents agreed that limited instructional materials in the schools affects C.R.S teachers' effectiveness in the class, Inadequate provision of teaching aids by my school management affect affects the effective implementation of the subject in the curriculum, teaching-learning of C.R.S in schools without instructional materials such as, chart, maps, curves and graphs and so on affect the effective implementation of the subject in the curriculum, non- utilization of teaching aids affects the effective implementation of the subject in the curriculum and inadequacy of school facilities affects the effective implementation of the subject in the curriculum. The findings are in line with Airasian (2014) who noted that the instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that can be sought. The quality of teaching of Christian Religious Studies in secondary schools in Nigeria is thus partly determined by the instructional resources available. Callahan and Clark (2010) observe that of all the materials of instruction, the textbook has had the most influence on teaching content and method. For many teachers it has been the 'be all and end all' of their instructional life. This is unfortunate because the textbook is just one of the teaching tools. It is not supposed to be revered as the ultimate word.

**Summary of the study**

The researcher used descriptive survey design because the study involves fact finding and inquiries on the teacher-related factors influence on the implementation of the Christian Religious Studies curriculum in Ikwo Local Government Area of Ebonyi State. The research was carried out in 10 senior secondary schools in Ikwo Local Government

Area. The population of this study consists of teachers and students in some selected secondary schools in Ikwo Local Government Area. This work made use of total number of four hundred (400) of which two hundred (200) is for teachers and other two hundred (200) is for students. The sample techniques adopted in this study is simple random sampling techniques. by random sampling, (10) teachers and (10) students were selected from each of the ten (10) schools out of the twenty-eight (28) secondary schools in the area of study, making the sampling size of (200) respondents. The main instrument that is used is the collection of data questionnaire. The questionnaire is divided into parts "A" and "B". Part "A" deals with relevant information about the respondent while part "B" deals with the research question which is divided into four sections to elicit factors influencing the implementation of Education for All (EFA) programme in the Ikwo Local Government Area of Ebonyi State. The questionnaire is designed and administered by hand the respondent in some selected secondary school in Ikwo Local Government Area of Ebonyi State. The generated data were analyzed using mean statistics. The major findings of the study include:

1. Teacher's competence influences the implementation of Christian Religious Studies curriculum on public secondary schools in Ikwo Local Government Area of Ebonyi State
2. Teacher's methodology influences the implementation of Christian Religious Studies curriculum in public secondary schools in Ikwo Local Government Area of Ebonyi State
3. Teacher's attitude influences the implementation of Christian Religious Studies curriculum on public secondary schools in Ikwo Local Government Area of Ebonyi State
4. Teacher's use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum on public secondary schools in Ikwo Local Government Area of Ebonyi State

**Conclusion**

The success of Christian Religious Studies curriculum implementation in public secondary schools in Ikwo local government areas as studied from the research objectives depends on the teacher related factors. Competence of the teacher is acquired as a result of the right academic and professional qualification together with experience brought about by frequent in service courses to keep the teachers abreast with the necessary skills for effective implementation of the curriculum. From this study, Christian Religious Studies teachers are unlikely to have the necessary competence and skills needed for successful implementation of the curriculum as most of them underwent their pre service training many years and some before the current Christian Religious Studies Curriculum was put in place while at the same time more in-service programs are lacking to equip those already in service. Majority of the teachers, employed the lecture method of teaching which was against the recommended strategy of life approach method which is learner centered and help learners in retaining the content learnt as opposed to lecture, a talk and chalk strategy. The lecture strategy appeared to be overused as the teachers found it appropriate for faster completion of the syllabus. This might undermine the effort to use the subject as a possible solution to the problem of moral decay among the youths of the contemporary world.

Most teachers use the text books as the main resources for teaching. This implies that most of the teachers in Ikwo Local Government rely on one mode of teaching resource which is text books. This limits them in teaching and learning processes it requires that teachers employ a variety of resources for teaching and learning to be effective.

Majority of the teachers were positively motivated to teach the subject as a way of inculcating moral values in the learners while some were motivated to teach the subject as a booster of the student's quality grade in the final exam. This might undermine the effort to use the subject as a possible solution to the problem of moral decay and indiscipline in schools and society at large. Like any curriculum the Christian Religious Studies curriculum program presents new challenges to teachers, it requires new knowledge, skills and attitude to implement it effectively. In addition, it requires the in servicing of teachers to keep the teachers abreast of the new strategies of implementing the curriculum. Most importantly, teachers are to be convinced on the necessity of the subject in secondary schools since they are the main agents of implementation.

**Recommendations**

The following recommendations, based on the findings of this study have been made:

i) The Ministry of Education and other stakeholders in teacher education should ensure that teachers of Christian Religious Studies are adequately prepared during their pre-service training to enable them to be able to cope with the expertise required for the implementation of the curriculum.

ii) Teacher educators, curriculum support officers and other stakeholders in teacher education should emphasize to the teachers of Christian Religious Studies on the need to employ learner-centered teaching strategies (such as group discussions, ICT, demonstration and library) as opposed to teacher-centered approaches (suchas lecture and, talk and chalk) which teachers find more appropriate for faster completion of the syllabus.

iii) The Ministry of Education should ensure regular in-service training for all teachers of Christian Religious Studies Syllabus to match the new knowledge and skills that have come up with the new curriculum innovation.

iv) The Ministry of Education should revise the Christian Religious Studies Curriculum in terms of breadth, content and time allocation and put in place appropriate strategies to minimize student bias towards Christian Religious Studies.

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