

**ASSESSMENT OF THE IMPLEMENTATION OF CHRISTIAN RELIGIOUS
KNOWLEDGE CURRICULUM IN JUNIOR SECONDARY SCHOOLS
IN KADUNA STATE, NIGERIA**

BY

Florence OJENIYI

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

MARCH 2021

**ASSESSMENT OF THE IMPLEMENTATION OF CHRISTIAN RELIGIOUS
KNOWLEDGE CURRICULUM IN JUNIOR SECONDARY SCHOOLS
IN KADUNA STATE, NIGERIA**

BY

Florence OJENIYI

B.ED

M.Ed/EDUC/7560/2011-2012

P16EDAS8026

**A THESIS SUBMITTED TO THE SCHOOL OF POST
GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER DEGREE IN CHRISTIAN RELIGIOUS STUDIES EDUCATION**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA – NIGERIA**

MARCH 2021

DECLARATION

I declare that the work in this Dissertation entitled: “Assessment of the Implementation of Christian Religious Knowledge Curriculum in Junior Secondary Schools in Kaduna State, Nigeria” has been carried out by me, in the Department of Arts and Social Science Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Florence OJENIYI
Name of Student

Signature

Date

CERTIFICATION

This dissertation entitled: “Assessment of the Implementation of Christian Religious Knowledge Curriculum in Junior Secondary Schools in Kaduna State, Nigeria” was written by Florence Ojeniye. It is hereby certified that the write up meets the regulations governing the award of degree of Masters of Education (M.Ed) in Christian Religious Studies of the Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and literary presentation.

Dr. Samson E. Mijah
Chairman, Supervisory Committee

Date

Prof. I. O. Bongotons
Member, Supervisory Committee

Date

Dr. Abdullahi M. Aminu
Head of Department

Date

Prof. S. A. Abdullahi
Dean, School of Postgraduate Studies

Date

DEDICATION

This Dissertation is dedicated to my late father, Mr. Emmanuel Ojeniyi for the love and encouragement he gave me while he was alive.

ACKNOWLEDGEMENTS

It is good to acknowledge the grace of God in all endeavours of one's life. Therefore, the abiding presence of God, His protection, guidance and providence throughout the period of this study is most highly appreciated. The supervisory services, guidance and encouragement rendered by the researcher's supervisors, Dr. S. E. Mijah and Prof. I. O. Bongotons, cannot be quantified. Your kind and lovely support in the course of writing this dissertation cannot be easily forgotten. You are highly appreciated. Special thanks go to all lecturers and staff in the CRS section in particular and the Department of Arts and Social Sciences Education in general. However, mention must be made especially of lecturers such as Rev. Fr. Prof. J. H. Mamman, Rev. Fr. Prof. P. B. Tanko, Prof. J. N. Kwasau, Prof. A. Guga, Prof. Mrs. H.O. Yusuf, Rev. Dr. R.G. Maiture, Dr. E. Gana, Rev. Fr. J.D. Abashiya, and Mr. T.J. Midala for words of encouragement.

Special thanks also to the management and staff of Kaduna State Ministry of Education for the warm reception and support received from the Ministry in the course of this work. Without you making available necessary data, this research would not have been successful. Appreciation also goes to all principals, teachers and staff of all the selected Junior Secondary Schools where the study was conducted. Your cooperation and support, no doubt, made this work a success.

The list will not be complete without acknowledging the support of the researcher's colleagues and companions during this programme. These include Rev. Fr. Ezema Emmanuel, Mr. Gbogyess John Michael and Danbaba Danjuma. Others are Mrs. Dada Obed Florence, Odoh Lois, Aremu Grace Titilayo, Osuhor Bella Ifenyinwa, Esiole Nkechi Clementina, Okon Naomi and Augustine Shade Walakan. Special appreciation goes to Mr. Aji Saidu Tsunbuji who has rendered relentless support and assistance in ensuring that this work comes to a successful completion. You are highly appreciated.

The service of the statistician, Mr. John Obeneata, who computed and analyzed the data collated from field is also recognized and appreciated. The support and encouragement of Ishaya Justice Mari and Davie Daniel cannot be overlooked. Special thanks to mummy, Deaconess A. A. Adeyemi. Your advice, especially when all hopes seemed to be lost, served as refreshing savour which renewed on the researcher the strength to push on to a successful end. Finally, it will not be fair if the researcher's life companion, Mr. Abbas Musa, is not mentioned in the list of acknowledgements. Dally; your understanding, patience, love and support throughout the period this programme lasted cannot be quantified. Thank you. Special thanks also to the fruit of this union, Miss Olije. May the grace of God grant you long life and prosperity.

ABBREVIATIONS

CBN – Central Bank of Nigeria

CRE – Christian Religious Education

CRK – Christian Religious Knowledge

FME – Federal Ministry of Education

IRK – Islamic Religious Knowledge

JSS – Junior Secondary School

SSS – Senior Secondary School

NERDC - Nigerian Educational Research and Development Council

NPE - National Policy on Education

NZCERD - New Zealand Center for Educational Research and Development

UNDP - United Nations Development Programme

UNESCO - United Nation Educational, Scientific and Cultural Organization

TABLE OF CONTENTS

	Page
TITLE PAGE	i
DECLARATION	iii
CERTIFICATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
ABBREVIATIONS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
ABSTRACT	xii
Chapter 1: Introduction	
1.1 Background to the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	6
1.4 Research Questions	6
1.5 Research Hypotheses	7
1.6 Significance of the study	7
1.7 Scope	9
Chapter 2: Review of Related Literature	
2.1 Introduction	11
2.2 Implementation of school curriculum	11
2.3 Evaluation and Assessment of curriculum Implementation	17
2.4 Factors militating against curriculum implementation	18

2.5	The place of secondary education in Nigeria’s educational system	28
2.6	Christian Religious Knowledge as part of secondary school curriculum	33
2.7	Teachers’ factors in curriculum implementation	37
2.8	Instructional materials and curriculum implementation	51
2.9	Public attitude toward the study of CRK in secondary schools	56
2.10	Environmental Factors and implementation of CRK curriculum	65
2.11	Empirical Studies	70
2.12	Summary	77
Chapter 3: Methodology		
3.1	Introduction	81
3.2	Research Design	81
3.3	Population of the Study	81
3.4	Sample and Sampling Procedure	82
3.5	Instrumentation	83
3.6	Procedure for data collection	85
3.7	Method of Statistical Analysis	85
Chapter 4: Presentation and Data Analysis		
4.1	Introduction	86
4.2	Demographic characteristics of the respondents	86
4.3	Answers to research questions	88
4.5	Test of hypotheses	101
4.7	Discussion of results	105

Chapter 5: Summary, Conclusion and Recommendations

5.1	Summary	110
5.2	Conclusion	113
5.3	Contributions to knowledge	113
5.4	Recommendations	113
5.4	Suggestion for further studies	114
	REFERENCES	115
	APPENDICES	
	QUESTIONNAIRE	

LIST OF TABLES

Table 1:	Classification of the respondents by location of their Schools	88
Table 2:	Distribution of the respondents by gender	89
Table 3:	Educational qualifications of the respondents	89
Table 4:	Respondents' years of teaching experience	90
Table 5:	Opinion of teachers on influences of teacher related factors on the implementation of CRK curriculum in the Junior Secondary Schools	92
Table 6:	Opinion of teachers on effects of instructional materials on curriculum implementation	96
Table 7:	Opinion teachers on influences of environmental factors on CRK curriculum implementation in the Junior Secondary Schools	100
Table 8:	Chi-square test on level of the implementation of CRK curriculum in JSS in Kaduna State	104
Table 9:	Chi-square test on teachers' factors and implementation of CRK curriculum	105
Table 10:	Chi-square test on environment and implementation of CRK curriculum	106

ABSTRACT

This study titled “Assessment of the Implementation of Christian Religious Knowledge Curriculum in Junior Secondary Schools in Kaduna state” examined the extent to which the curriculum has been implemented and its impact on the academic and moral growth of students. It as well examined the influence of teachers and environment on the implantation of the curriculum. The study was borne out of the growing perceptions which attributed students’ failure in external examinations and decline in morality among the youths to in-effective implementation of religious curriculum in secondary schools across the country. Survey research method was adopted in the study. The population of the study was made up of all Junior Secondary School teachers in Kaduna State. The State has a total of three thousand one hundred and five (3105) JSS teachers out of which three hundred and fifteen (315), representing 10% of the total population, were selected for the study using random sampling method. Three hundred and twelve (312) copies of returned questionnaire were validated and used for the analysis of result accordingly. The data were analyzed using frequencies, percentages, mean and chi square. The results revealed that the level of the implementation of CRK curriculum in JSS in Kaduna State was satisfactory and that the extent of the implementation of the curriculum has had considerable impact on the academic and moral growth of students. Teachers are indispensable in curriculum implementation, and environmental factors are also strong determinants for effective curriculum implementation. In view of these findings, it has been recommended that regular supervision should be maintained to guide and encourage young and in-experienced teachers. Recruitment of teachers should be based on professional qualifications and provision be made for in-service and workshops should be organised to keep the old teachers up-to-date. In addition, efforts toward making the school environment conducive for learning should be given top priority.

CHAPTER 1

INTRODUCTION

1.1 Background to the study

Fundamental to all subjects taught in Nigerian secondary schools is curriculum. Curriculum is the structure that embodies the processes through which educational objectives are obtained. It entails the organization, balance and presentation of the instructional contents in the classroom and the processes through which it is delivered. Curriculum, according to Ikechukwu (2014), is a guiding programme for effective teaching and learning. It is an educational programme without which education could hardly be organized. Studies and researches have shown that a major setback in education is not curriculum construction, but its implementation. The ability to put the curriculum (content and instructional guidelines) into practice in the classroom is curriculum implementation. Curriculum implementation is the actual engagement of learners with planned learning opportunities.

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience (Chaudhary, 2015). It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. There are various factors that influence Curriculum Implementation like the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment (Chaudhary, 2015).

Curriculum implementation is a stage in curriculum processes when in the midst of learning activities, teachers and learners are involved in negotiations aimed at promoting learning. The teacher adopts the appropriate teaching methods and resources to guide learning.

The learners, on their parts, are actively involved in the process of interaction with learning activities. This process made Offorma (2005) to define curriculum implementation as the transmission of the planned curriculum into operational curriculum. The major implementers of the planned curriculum are the teachers. They set up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values. The teacher is the dominant figure in curriculum implementation process. He is the final decision maker concerning the actual learning opportunities to be provided to his learners. How he plans and presents his lessons, guides and evaluates learners involved in the lessons is very crucial in curriculum implementation. Indeed, as the ultimate implementer of the curriculum, the teacher translates the curriculum into real classroom operation. This is done focusing on the syllabus which is derived from the curriculum.

While the curriculum represents the total planned programmes for all the school subjects in some years, the syllabus contains recommended topics and selected learning experiences aimed at meeting the set educational goals. The syllabus is further broken down into scheme of work, unit plan and lesson plan by subject teachers in the schools respectively for transmission to students. The scheme of work is the splitting of the recommended topics and selected learning experiences contained in the syllabus into manageable portions on term and yearly basis. This is done with a view to guide the teachers in making instructional plans as it stipulates specific topics to be covered within a term or session. On the other hand, unit plan is the identified closely related subject matters and learning experiences which constitute the unit of work meant to be taught within a few weeks, for example, between two and six weeks. A further split of the unit produces the lesson from which the teacher designs a lesson plan for effective delivery of the lesson to students in the classroom. A lesson plan is an orderly and sequential arrangement of

the lesson, comprising of the subject matter to be taught, the instructional objectives to be achieved and the performance activities of both the teacher and learners in the course of lesson delivery (Ikechukwu and Ugwuozor, 2014). This is, indeed, a very critical point in curriculum implementation.

The term “evaluation” generally applies to the process of making a value judgment. Curriculum evaluation aims to examine the impact of implemented curriculum on student (learning) achievement so that the official curriculum can be revised if necessary and to review teaching and learning processes in the classroom. Assessment of Curriculum implementation is therefore concerned with its effectiveness, efficiency and appropriateness. It is concerned with reaction of students to the learning experiences. How do students react to a learning experience? Did they like it? In the immediate sense, did they perceive it to be of value? Assessment is measurement of what has been taught and learnt, its attendant outcomes and developing a continuous programme for ensuring that needs of the students and that of the educational system are met (Wolf, 2006).

According to Nevenglosky (2019), barriers to effective curriculum implementation included changes in skills and knowledge to implement curricula with fidelity. These changes require teachers to possess the skills and knowledge to implement curricula with fidelity (Wiles & Bondi, 2014). Adopting new curricula requires teachers to feel confident in the delivery and purpose of the materials they use in order to ensure accurate implementation. Teachers are therefore central to whether a curriculum is delivered consistently, effectively, and with efficacy to enable the support of student progress and growth.

Christian Religious Knowledge (CRK), as one of the subjects approved by the National Policy on Education to be taught in secondary schools in Nigeria, it is not therefore an exception

in the processes of curriculum implementation. Therefore, misinterpretation and misapplication of the stages and resources involved in the implementation of the planned curriculum can lead to faulty input and its resultant faulty output. When this occurs, the set objectives of CRK as a subject could be jeopardized. Indeed, there may be little to doubt, why critics tend to blame mounting social ills among students and the teeming youths in the society, as well as poor performances of students in CRK on defective implementation of the planned curriculum for the subject. Consequently, this study emerged to ascertain the extent of the implementation of CRK curriculum in secondary schools in Kaduna State, as well as the factors militating against effective implementation of CRK curriculum, with the junior arms of secondary schools as point of focus.

1.2 Statement of the problem

The objective of Christian Religious Knowledge curriculum is to groom the students to be morally sound, disciplined and dedicated to dignity of labour, and to be good citizens. Hence, CRK has been approved by the National Policy on Education (NPE) as one of the subjects to be taught and studied in secondary schools in Nigeria (NPE, 2013). The aim is to encourage students to participate in those activities which foster personal discipline, character training, tolerance, reconciliation and peaceful co-existence. In addition, the teaching of CRK in the secondary schools is aimed at providing opportunities for Nigerian youths to learn more about God and the divine order, with a view to produce well-ordered personalities and citizens with commendable characters.

Despite these rich objectives of CRK curriculum for our secondary schools, however, there is a growing perception suggesting that CRK curriculum is not effectively implemented in the Nigerian secondary schools, as no much impact on the lives of the receiving students seems

to have been observed over the time. This has been hinged on the assumption that the set moral objectives of CRK curriculum have not surfaced in the behaviour of the students as moral decay appears to be the rule of life in the society today. For example, youth's involvement in some negative social practices, like drug abuse, permissiveness, armed robbery, racial violence, prostitution, indiscipline, examination malpractices and other moral vices have been interpreted in some quotas to suggest that Religious Education has lost its purpose.; and hence the curriculum designed for the religious subjects in the Nigeria secondary schools is either deficient, with regard to moral building of the future generations as contained in the national philosophy and educational goals, or it has not been effectively implemented (Ikechukwu and Ugwuozor, 2014).

Furthermore, studies have shown alarming poor performances of students in CRK external examinations such as the West African Examination Council (WAEC), National Examination Council (NECO), and General Certificate of Education (GCE). For example, WAEC Chief Examiner's reports of 2008, 2009, 2010 and 2011 indicated poor achievement of students in CRK Senior School Certificate Examination (SSCE) and General Certificate of Education (GCE) respectively (WAEC Chief Examiner's reports, as cited in Ugwu, Ogwu and Igbokwe, 2017). These failures, in the view of analysts, were blamed on the schools and CRK teachers' inability to effectively implement the planned curriculum for secondary school programme accordingly.

Whatsoever may be the situation, this study sets out to assess the factors militating against the implementation of CRK curriculum for secondary schools, the extent to which it is being implemented at the Junior Secondary Schools (JSS) in Kaduna State. The JSS is being chosen because students in this level fall into the developmental stage described by social

psychologist, such as Lawrence Kohlberg, as state of identity confusion (Kohlberg, as cited in Santrock, 2000). Beside this, the JSS is a foundation building ground for successful Senior Secondary School (SSS) which is a stepping ladder to tertiary education. The study is undertaking with a view to proffer solutions to identified problems as applicable.

1.3 Objectives of the study

The main objective of this study is to determine the extent to which the CRK curriculum has been implemented in Junior Secondary schools in Kaduna State. However, the specific objectives for the study include:

1. determine the extent to which teacher factors affects implementation of the CRK curriculum towards moral development of Junior Secondary school students in Kaduna State
2. determine the effects of instructional materials on implementation of the CRK curriculum in junior secondary schools towards academic development of students in Kaduna State;
3. determine the effects of environmental factors such as family background of children, school environment and funding of education on implementation of the CRK curriculum in junior secondary schools in Kaduna State.

1.4 Research Questions

1. What are the influences of teacher related factors on the implementation of CRK curriculum in Junior Secondary School of Kaduna state?
2. What are the influences of instructional materials on the implementation of CRK curriculum in junior secondary schools in Kaduna State?
3. What are the influences of environmental factors such as family background of children, on the implementation of CRK curriculum in junior secondary schools in Kaduna State?

1.5 Research Hypotheses

HO₁: There is no significant relationship between teacher related factors and implementation of CRK curriculum for moral growth and academic improvement of junior secondary school students in Kaduna State.

HO₂: There is no significant relationship between instructional materials for implementation of CRK curriculum for academic development of junior secondary school students in Kaduna State.

HO₃: Environmental factors such as family background of children, school environment and funding of education have no significant relationship with the implementation of CRK curriculum in junior secondary schools in Kaduna State.

1.6 Significance of the study

The study investigate the extent to which CRK curriculum for secondary schools has been implemented in Junior Secondary Schools in Kaduna State and its value to the academic and moral development of students. The factors militating against effective implementation of CRK curriculum were also investigated. Consequently, the academic qualifications and years of teaching experience of CRK teachers were examined. This was aimed at establishing the extent to which teachers' educational qualifications and years of teaching experience could enhance or marred the effective implementation of the curriculum, especially, at the junior level of secondary school programme. Environmental factors, which comprise of socio-economic, political and structural condition as well as infrastructural facilities of the schools have also been investigated. This was aimed at establishing the extent to which prevailing situations in a given environment could condition the implementation of CRK curriculum in junior secondary schools in the state.

In practice, the findings and recommendations of this study would be useful to school administrators and classroom teachers, political actors and policy makers as well as students and future researchers. The school administrators will be sensitized to the need for providing relevant teaching equipment in the school and the over-riding importance of supervising instructions, and making available post service and in-service training for teachers. This would spur erstwhile teachers who are lagging in their duties to sit up and also improve their educational qualifications so as to ensure effective lesson delivery in the classroom. In addition, the teachers would be encouraged by the findings of this study to key into available programmes such as workshops and symposiums where they can acquire more knowledge on how to improve their teaching skills, for example, improvisation of teaching aids where they are lacking or insufficient.

For political actors and policy makers, the findings of this study would created an awareness of what is in contradistinction to what ought to be. This is crucial in modifying the approaches to problem situations, decision-making and curriculum innovation. This is crucial in that it would served as a pointer to the need to reckon with the requirements for implementing a given curriculum and thus give it the desired attention right from the planning stage. For example, the availability of teachers to execute the planned curriculum, the resources needed for implementing the planned curriculum, and influence of environment on children's school achievements will be addressed before the planning is completed. This would goes a long way to enhance effective implementation of the curriculum so constructed.

With regard to students and future researchers, the findings of this study would be of immense value to them. For the students, it is hoped that the result of this work will bring about the required awareness and the social change embedded in the objectives of CRK as contained in the curriculum. It is also hoped that the students are stimulated by the results of this research to

acquire competent knowledge to cope with life challenges so that they can live good and useful life in the society. The result of this work would also be useful to future researchers, especially those researching on curriculum crises, as it guides them on the whole bulk of the requirements in curriculum processes and thus point out the deficient areas that may need fresh investigation or replication. No doubt, the findings and recommendations of this research helps to challenge, motivate and promote further research in CRK curriculum crises as well as in other disciplines.

1.7 Scope

This study assessed the implementation of CRK curriculum in Junior Secondary Schools in Kaduna State. It is aimed at establishing the extent to which the CRK curriculum for junior secondary schools has been implemented. Consequently, the investigation covered teachers' factors in curriculum implementation. This includes effects of teachers' academic qualifications and years of teaching experience on the implementation of CRK curriculum and other teaching related issues. The study also covered public and students' interest and attitude toward CRK as a subject in secondary school. Effects of environmental factors on the implementation of CRK curriculum formed part of the investigation in this work. This covered the influence of family background and school environment on academic achievement as well as inadequate funding of education. The view of teachers, school administrators, and stake holders were sampled using questionnaire.

Even though the challenges of curriculum implementation are not applicable to CRK alone, CRK appears to be one of the teaching subjects in our secondary schools which have suffered neglect for quite some time now. This, no doubt, justified the choice of the subject for investigation in this research. The investigation covered all junior secondary schools in Kaduna State. Kaduna State is chosen for the study because it is one of the States in Nigeria which host

almost all the ethnic tribes which make up the diversity of Nigeria. Although the study has been limited to Kaduna State, however, due to the proportional representation of the diversity of Nigerians' in the state, it is believed that result of the study obtained from this type of representational settlement could be generalized or fairly replicated in other States of the Federation.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed diverse literatures relating to the present study. Consequently, the place of secondary education in the educational system of Nigeria was reviewed. This traced the origin of secondary education and the establishment of secondary school in Nigeria. The importance and necessity of Christian Religious Knowledge as part of the secondary school curriculum was presented in this chapter. The chapter reviewed teachers' factors in curriculum implementation where features such as teacher quality and curriculum implementation, as well as pedagogical related issues were reviewed.

Furthermore, the review covered the relevance of instructional materials to curriculum implementation. Also reviewed under this caption is knowledge and application of Information and Communication Technology (ICT). Public attitude toward the study of CRK in secondary school was likewise reviewed. Reviewed in line with this are students' interest and attitude toward the subject and gender factor in learning and academic achievement. Review of environmental factors in relation to implementation of CRK curriculum was also given attention. This was streamlined into influence of family background and school environment on educational achievement of children and the problem of inadequate funding of education.

2.2 Implementation of school curriculum

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience (Chaudhary, 2015). It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum

implementation process. There are various factors that influence Curriculum Implementation like the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment (Chaudhary, 2015). These are explained below:

The Teacher

According to Chaudhary (2015), the teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively. The teacher plays a significant role in designing the curriculum. Teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners.

The Learners

Chaudhary (2015) was of the view that the learners are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation. For example, home background and learner ability can determine what is actually achieved in the classroom (Chaudhary, 2015).

Resource Materials and Facilities

According to Chaudhary (2015), no meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. In Curriculum Implementation, it is suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation (Chaudhary, 2015).

Interest Groups

Interest groups could constitute a major factor of influence in curriculum implementation. A number of these groups exist in almost all societies. These include parents, parents' and teachers' associations, religious organizations, local authorities, companies and private school proprietors. These groups can influence implementation in the following ways:

Provide schools with financial resources to purchase required materials.

Demand the inclusion of certain subjects in the curriculum.

Influence learners to reject courses they consider detrimental to the interests of the group.

It is therefore important to involve these groups at the curriculum planning stage (Chaudhary, 2015).

The School Environment

The school environment is another factor that influences curriculum implementation concerns the particular circumstances of each school (Chaudhary, 2015). Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments (Chaudhary, 2015).

Assessment

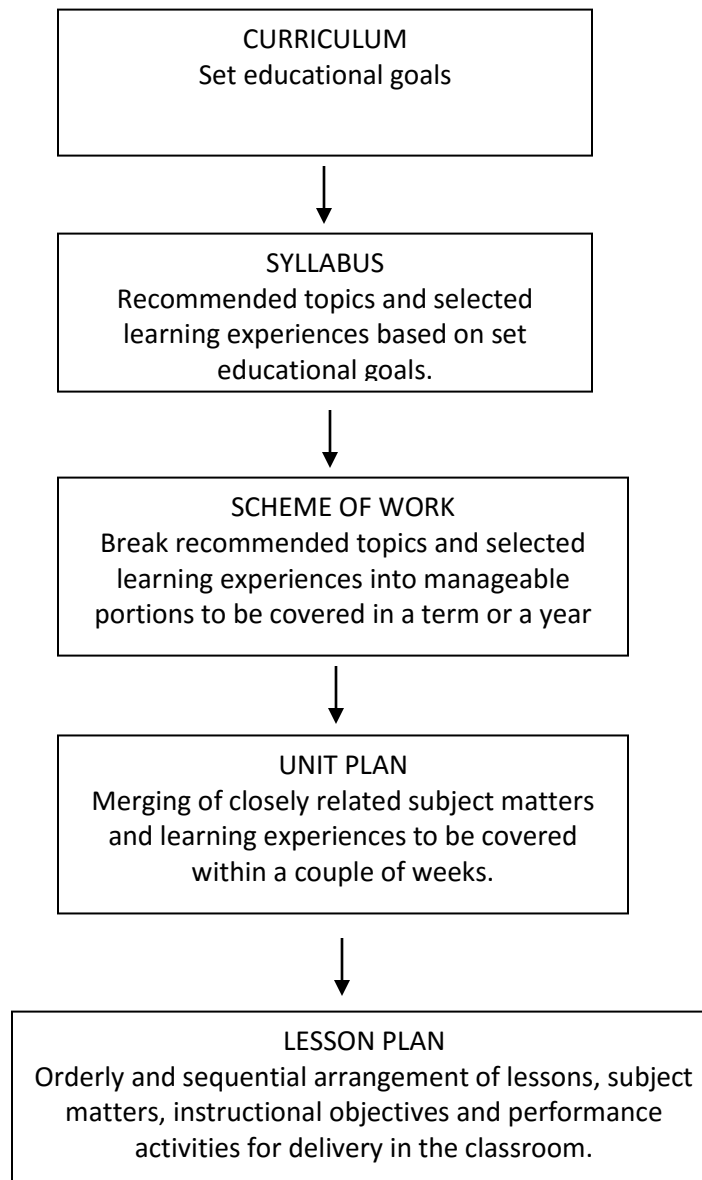
Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence and little else. This action by the teacher obviously can affect the achievement of the broad goals and objectives of the curriculum (Chaudhary, 2015).

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014). As noted earlier, Wiles and Bondi (2014) defined horizontal alignment as similar instructional practices and curriculum use between teachers in the same grade level, and vertical alignment as similarities in instructional practices and fidelity of curriculum implementation between the previous and following grade levels. Having curriculum alignment between the same grades and the preceding and following grades levels offers consistency in supporting learning objectives and expectations designed to promote student preparedness and growth (Tweedie & Kim, 2015).

Understanding the beliefs and concerns of teachers can provide insights into whether curriculum implementation will meet with success or failure. McNeill et al. (2016) and Rakes and Dunn (2015) have all substantiated this notion by addressing the impact of teachers' beliefs about given objectives in science curricula. McNeill et al. (2016) found that teachers' beliefs significantly influence their decisions for instruction. If beliefs play such a vital role, then taking time to learn about teachers' concerns, values, and perceptions should improve the implementation process by proactively addressing these areas (Al-Shabatat, 2014; Rakes & Dunn, 2015). One of McNeill et al.'s (2016) primary recommendations included preparing teachers through PD and collaborative opportunities; specifically, professional development should make sure that teachers fully understand the objectives and receive time to try the new curriculum with a class to support teacher learning. The need for teacher understanding and efficacy when implementing a new curriculum is apparent, especially considering the impact of these factors on student learning.

Curriculum implementation is a stage in curriculum processes when in the midst of learning activities, teachers and learners are involved in negotiations aimed at promoting learning. The teacher adopts the appropriate teaching methods and resources to guide learning. The learners, on their parts, are actively involved in the process of interaction with learning activities. The curriculum implementation process described above can be illustrated diagrammatically as shown in figure 1 below:

Figure 1: Diagram of curriculum implementation process



Source: Ikechukwu (2014).

Beside the teachers, there are other factors which cannot be over sighted when discussing curriculum implementation. These include the structural and infrastructural facilities of the school, as well as socio-political and economic factors; all of which, hereafter will be classified as environmental factors. Environment, in this regard, is the total circumstances surrounding a

person. Environment provides a network of forces and factors which surround, engulf, and play on the individual. As a result, the development of any particular human characteristics is related to a subject or sub-environment of the total set of environmental forces (Bloom, as cited in Gotan, 2005). Hence, Umoh (2006) posits that nature only provides the raw materials in form of potentials, but it is the school environment that determines the extent of development; as the school set-up, administration and execution of educational activities have a greater variable in a students' entire life. Indeed, due to the considerable influence environment has on children's school achievements, environmental factors need to be reckoned with, especially, when dealing with issues relating to curriculum processes at large and curriculum implementation in particular.

2.3 Evaluation and Assessment of curriculum Implementation

According to Jaya (2017), curriculum evaluation measures extent of achievement or goals of learning activities are carried out. Its aimed at assessing the success and consistency of achieved educational goals in line with the planned objectives Thus evaluation shows the direction in terms of educational achievement and consistency in measurement of success in achieving educational objectives. Jaya (2017) was of the view that evaluation included components needs, analysis and feasibility study as a first step, curriculum design, planning and development in accordance with the needs of educational institutions and the learning process as a step in curriculum implementation. Curriculum evaluation assesses its weakness, success, adherence and development. Thus, evaluation of curriculum implementation included implementation of learning processes done after the planning is implemented in learning to determine whether the goals were implemented according to the curriculum. According to Jaya (2017) educational goals can be achieved through a curriculum that is reliable and valid, also through a proper evaluation of the process to renew and fulfill social needs required. The

effectiveness of a curriculum can be seen from the implementation through learning that determined whether a curriculum choice needs to be revised or maintained (Afzal, 2011).

In assessing curriculum implementation, the major objective would be whether the intended purposes of the curriculum have been achieved or not achieved or whether the implementation is being done as intended and set objectives being achieved. This require taking into consideration the expectations, what students have been able to know and can do, the extent of motivation acquired and the courage of teachers to meet the identified needs of students. Others would be evidence to tell how well the students have learned and feedback that helps teachers, students and parents make good decisions to guide instructions (Suharsimi , 2013).

2.4 Factors militating against curriculum implementation

Among factors militating against curriculum implementation according to Nevenglosky (2019), included changes in skills and knowledge to implement curricula with fidelity. These changes require teachers to possess the skills and knowledge to implement curricula with fidelity (Wiles & Bondi, 2014). Adopting new curricula requires teachers to feel confident in the delivery and purpose of the materials they use in order to ensure accurate implementation. Teachers are therefore central to whether a curriculum is delivered consistently, effectively, and with efficacy to enable the support of student progress and growth. Nevenglosky (2019), opined that Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014). Wiles and Bondi (2014) were of the view that the teacher plays a significant role especially in instructional practices along with fidelity of curriculum implementation between the previous and following grade levels. Having curriculum alignment

between the same grades and the preceding and following grades levels offers consistency in supporting learning objectives and expectations designed to promote student preparedness and growth (Tweedie & Kim, 2015).

Teacher Roles

The roles of teachers remain instrumental in the success or failure of a curriculum (Loflin, 2016). In many cases, researchers have supported the need to thoroughly understand teachers' roles and concerns during the implementation of a new curriculum (Hall & Hord, 2015). Of the many roles defined in the literature, teacher fidelity stands out as being important but also for being inconsistent among teachers (Loflin, 2016). Jess, Carse, and Keay (2016) found the need to prepare and train teachers to meet the objectives of a curriculum; specifically, the authors' focus was on the curriculum-development process and the role of the educator. Jess et al. (2016) argued that teachers need the capacity to design developmentally appropriate learning tasks that are aligned to curricular expectations. The focus of training and professional development requires an emphasis on teaching how best to interpret the curriculum so that students' needs will be aligned with appropriate instructional practices (Jess et al., 2016). One way to support this situation, as Jess et al. (2016) recommend, includes allowing teachers primary involvement in curriculum development and the process of alignment as it pertains to knowing student needs, and then instructing accordingly. The authors found that understanding how teachers perceive their roles in curriculum development and implementation provides insight into teachers' concerns about implementing a new curriculum (Jess et al., 2016).

Understanding the beliefs and concerns of teachers can provide insights into whether curriculum implementation will meet with success or failure. McNeill et al. (2016) and Rakes and Dunn (2015) have all substantiated this notion by addressing the impact of teachers' beliefs

about given objectives in science curricula. McNeill et al. (2016) found that teachers' beliefs significantly influence their decisions for instruction. If beliefs play such a vital role, then taking time to learn about teachers' concerns, values, and perceptions should improve the implementation process by proactively addressing these areas (Al-Shabatat, 2014; Rakes & Dunn, 2015). One of McNeill et al.'s (2016) primary recommendations included preparing teachers through PD and collaborative opportunities; specifically, professional development should make sure that teachers fully understand the objectives and receive time to try the new curriculum with a class to support teacher learning. The need for teacher understanding and efficacy when implementing a new curriculum is apparent, especially considering the impact of these factors on student learning.

To ensure that curricular innovations are implemented with fidelity, instructional practices should be aligned to the specific learning goals provided in the curriculum (MacDonald, Barton, Baguley, & Hartwig, 2016; Phillips, Ingrole, Burris, & Tabulda, 2017). Curricular implementation encompasses different components, including the delivery of the curriculum through resources and instructional practices. To implement curricula with fidelity, instructional practices must align with the curriculum as well as support the individual needs of the students (Causarano, 2015). In addition, teacher preparedness for curriculum implementation plays a vital role (McNeill et al., 2016). Causarano (2015) specifically found this to be true through a study evaluating the quality of math instruction in an urban school and the impact on student-teacher relationships. The findings from their study supported the need for teachers to know the curriculum well to strengthen instructional practices. Content instruction depends on the quality of the explanations the teachers offer (MacDonald et al., 2016). MacDonald et al. (2016)

reinforce the need for quality instruction and commitment through their recommendation that PD should help teachers deliver the prescribed curriculum.

Sometimes the problem with implementation results from a problem with the curriculum itself (Caropreso, Haggerty, & Ladenheim, 2016). Bell (2015) analyzed the advantages and disadvantages of an English grammar curriculum; specifically, the guidance and directives provided to support teachers. Though Bell found the curriculum to be accurate overall, he found that the materials lacked pedagogical guidance to help teachers understand the lessons accurately enough to teach them. Bell pointed out another necessary component when considering the adoption of a new curriculum, but he reinforced how proper training played into implementing the curriculum with confidence (Caropreso et al., 2016; McNeill et al., 2016). Bell found that a lack of training or guidance for curriculum hindered accurate delivery to students. Once again, this type of barrier has been found to influence student growth and learning (Causarano, 2015).

Curricular Alignment

Having curricular and instructional alignment between grade levels is necessary to support student achievement and to meet learning objectives; in turn, alignment is supported when teachers choose to implement the curriculum with fidelity (Early et al., 2014; Wiles & Bondi, 2014). Research on schools in various states has shown that a lack of fidelity with the curriculum hinders alignment between classes in the same grade and grade levels and creates instructional inconsistencies among teachers (Early et al., 2014). Early et al. (2014) and Wiles and Bondi (2014) showed low student performance and gaps in the knowledge necessary for the following grade level. Numerous researchers have identified the need to clarify which factors support or prevent alignment (Causarano, 2015; Early et al., 2014; Polikoff & Porter, 2014; Tweedie & Kim, 2015).

Curriculum alignment has proven to be important for student success based on the values and needs expressed by students (Tweedie & Kim, 2015). Tweedie and Kim (2015) found various areas of misalignment, as perceived by students; their findings called attention to areas not covered in the curriculum that then created learning gaps. Certain aspects, such as social acculturation, proved to be overlooked by instructors and curriculum planners in the process of learning English, which was something students rated as vital to success in school (Tweedie & Kim, 2015). Such exclusions point to an area of misalignment that prevents students from fully connecting to and understanding the objectives of the curriculum.

Prior research has shown that breakdowns in alignment often occur because of barriers caused by teachers (Early et al., 2014). Early et al. (2016) identified one hindrance to alignment from teachers who struggle with conflict during collaborative opportunities. The authors discovered that even though collaborative opportunities existed, skills for negotiating challenges or conflicts proved difficult for the participants. These findings provide two important points: (a) the concerns of teachers require evaluation before beginning collaborative co-teaching groups, and (b) this unpreparedness hinders alignment because of conflicting roles in student support. Causarano (2015) offered a different perspective on how teachers view curriculum alignment and preventative barriers; he argues that teachers' self-reflective practices improve curriculum alignment and instruction. Other researchers, however, have found that curricular and instructional quality and teacher preparedness influence alignment (Early et al., 2014; Tweedie & Kim, 2015). The need for self-reflection determines what aspects of a literacy curriculum (for example) align accordingly in order to prepare teachers with the tools necessary for preparing students. Causarano (2015) highlighted the need for alignment as well as increased understanding into the requirements for teachers to effectively implement curricula and align

instructional practices. The promotion of self-reflective practices, according to Causarano (2015), offered further insight into the barriers to the successful implementation of a new or revised curriculum. Causarano argued that because the effects of a lack of alignment will potentially harm students, teachers' abilities to reflect on their practices should be supported.

In contrast to the literature that Polikoff and Porter (2014) presented in their study on the connections between alignment and implementation, the authors (2014) found no evidence of an association between teacher effectiveness and instructional alignment. These findings later supported Causarano's study (2015). Polikoff and Porter (2014) explored the possible connections between instructional alignment, pedagogical quality, and student learning and state mandated benchmarks but found no connection. This result created questions about how to effectively measure these categories and whether or not instructional alignment between standards and delivery of the curriculum are connected to pedagogical quality. Because no evidence supports a connection, the question also arises about how to effectively measure alignment as it is connected to the role of the teacher.

Curriculum Fidelity

When considering the roles that teachers take on in the execution of an innovation, it is necessary to fully understand teachers' concerns within specific areas of change (Lochner et al., 2015). One of the leading roles of the teacher includes delivering a curriculum with fidelity, which means implementing the curriculum faithfully and keeping in step with its purpose and design. Fidelity and the trust association for curricular implementation can highlight teacher attitudes toward a curriculum. McShane and Eden (2015) offer insight into this problem with their study examining alignment between teacher implementation and the intended design of the curriculum. Thus, the study focused on whether teachers implemented the written curriculum

with fidelity; the analysis also emphasized the vital role teachers' play in successful new-curriculum implementation (Budak, 2015). Some curricula remove the opportunities for decision-making in teacher instruction, which ignores or minimizes teachers' skills, strengths, and experience (Budak, 2015). Considering the vital role teachers play, determining what exactly has caused a lack of fidelity could help in determining if the curriculum itself is the problem (Hondrich, Hertel, Adl-Aminik, & Klieme, 2016). Hondrich et al. (2016) maintain that teachers may be more effective if they are given the freedom to adapt and modify a curriculum when warranted, yet the instructional support a given curriculum offers often supports student engagement within the specific curricular tasks the curriculum outlines.

Teachers' beliefs about educational practices influence the actions that occur in the classroom, which can offer possible reasons for a lack of fidelity (Budak, 2015). The role of fidelity in accurately determining if a curriculum has achieved its intended purpose calls attention to another reason that teachers' roles require consideration. When a curriculum is implemented with fidelity, researchers can achieve accurate insights into whether the curriculum has met its intended objectives, which can then provide a better measure of student performance (Budak, 2015).

Because teacher fidelity influences student learning and the successful implementation of a curriculum, assessing fidelity requires research. Piasta, Justice, McGinty, Mashburn, and Slocum (2015) have identified four dimensions for assessing fidelity: (a) adherence, (b) exposure, (c) quality of program delivery, and (d) participant responsiveness. Fidelity is multidimensional because a curriculum generally consists of many components necessary for full implementation; teachers often choose specific aspects of a curriculum to implement while disregarding others based on personal variables such as beliefs, concerns, or contradictions in philosophy (Budak,

2015; Hondrich et al., 2016; Piasta et al., 2015). Piasta et al. determined that most teachers who choose to implement with high fidelity experience gains in student literacy skills. This data supports the need to prepare and train teachers accordingly in order to understand the impact that fidelity has on students (Piasta et al., 2015).

When studies consider fidelity, questions often arise about the reasons that teachers choose not to implement a curriculum as prescribed. In Brighton, Moon, and Huang's study(2015), teachers reported that administrators primarily emphasized fidelity to the program, even though the program did not meet the needs of advanced readers. Teachers who strayed from the curriculum claimed to have done so to meet the academic needs of their students. In this instance, fidelity to the reading curriculum created a lack of challenge and rigor for the more advanced students; this situation then created a learning plateau for those students (Brighton et al., 2015).

Administrative and Professional Support

Researchers have identified administrative and professional support as being necessary for teacher success and the implementation of new initiatives (Bakir, Devers, & Hug; 2016; Bautista, Ng, Múñez, & Bull, 2016). Areas of support fall into different categories, but administrative influence, related administrative roles, and professional development opportunities are prioritized within the literature, thus supporting the need to highlight these areas for the successful implementation of a new curriculum (Cetin, 2016).

Administrative Influence

Over the years, many studies have determined the contributors to success and failure for new initiatives—specifically new-curriculum implementation—and have found that the administration's attitudes and perspectives influence teacher perceptions (Derrington

&Campbell, 2015). An administrator who presents a negative attitude toward the initiative may cloud the perspectives of the teachers and could hinder the onset of implementation. Derrington and Campbell (2015) described principals' perceptions and concerns for the implementation of policies for new teacher evaluation practices; their study, which focused on understanding which types of support the principals who implement this change desire the most, found that principals expressed a lack of time as their primary frustration. The principals' dominant concern was related to time constraints. The study's primary finding was that concerns that failed to be addressed early in the process could potentially derail the change and hinder any possible results (Derrington & Campbell, 2015; Hall, 2015).

A principal's influence during an innovation ties directly to trust building and the foundations for fostering mutual respect (Park & Ham, 2016). Mehdinezhad and Mansouri (2016) corroborated this notion by investigating teachers' self-efficacy and principals' leadership traits. A significant relationship was proven to exist between these two areas. A principal's positive influence and support of teachers' intellectual growth stood out as key areas in support of teacher efficacy. Self-efficacy is important for principals to positively influence and encourage teachers while the teachers are experiencing changes that require action (Budak, 2015). Similarly to research presented by Mehdinezhad and Mansouri (2016), Budak (2015) found trust building to be vital, in addition to principals' attitudes about setting visions and goals for establishing a positive culture that is conducive to change. Establishing a shared vision, empowering staff, and building healthy relationships all allow principals to better understand teachers' strengths and weaknesses, which then establishes trust and creates a positive influence over the staff (Torres, 2016).

Professional Development

Professional Development (PD) offerings are key for supporting teachers in new initiatives (Smit & du Toit, 2016). One benefit of PD includes teachers' increased comfort and skill levels for implementing new curricula. Relevant and effective PD has been found to promote confidence and a greater understanding of objectives (Lia, 2016). Having time and conducting research to develop meaningful PD that will consider the needs, concerns, and experiences of the teacher will be valuable and likely to influence positive growth for the teacher (Lia, 2016). Coldwell (2017) found a connection between teacher confidence and PD. Coldwell (2017) found that PD increased skills knowledge, which enabled teachers' confidence in specific content areas; this in turn led to increased job satisfaction and professional motivation. A vital point in PD effectiveness includes the influencing factors and concerns that could potentially direct the outcomes of the PD. PD quality, personal motivation, organizational support, and government mandates all fall under areas for teachers' concerns and barriers to implementing a curriculum with fidelity. These factors all influence how teachers respond to PD (Coldwell, 2017). Several studies have found that teacher efficacy stands out as an area supported by effective and relevant PD (Margolis, Durbin, & Doring, 2017). The authors assessed teacher efficacy in integrating new curriculum standards into content areas in classroom teaching. The authors found efficacy to be a primary factor in a teacher's competency level when integrating different content areas into an agriculture curriculum. They recommended ongoing and relevant to meet the needs of midcareer teachers. Maintaining teacher confidence and reducing anxiety through deliberate choices in PD content both help to support teachers through curriculum changes (Margolis et al., 2017).

Kyndt, Gijbels, Grosemans, and Donche (2016) explored different types of PD and their related effects on teachers. Kyndt et al. (2016) offer further insight into teachers' attitudes and beliefs as well as the concerns they experience from curriculum implementation through informal learning for professional growth. Teacher collaboration, team planning, or even mentoring may all be classified as informal learning opportunities. Informal learning, though not organized (as formal PD is), allows teachers to work together to reduce the feelings of isolation they often experience (Kyndt et al., 2016). Perhaps most important, as Kyndt et al. (2016) note, is that experience and age do not appear to affect new learning as much as personal attitude does. Understanding the differences in attitudes could help to break down the barriers to full curricular implementation. What this situation shows is that PD does not always need to be formal; most teachers hope that PD will be relevant to their content areas and will allow them to collaborate and problem-solve.

As the literature has pointed out, understanding teacher concerns helps administrators when choosing the PD that will be most relevant to teachers (Bakir et al., 2016). Bautista et al.(2016) substantiated this notion through a study in which they investigated teacher beliefs, priorities, and PD needs when implementing a curriculum. Bautista et al. (2016) found that teachers commonly showed eagerness for opportunities to strengthen their expertise in curriculum areas, and they needed PD to do so. Teachers' beliefs also influence their views of the curriculum. For example, if teachers perceive themselves as being unprepared or unfamiliar with a curriculum, then these beliefs will influence how they respond to and teach the curriculum

2.5 The place of secondary education in Nigeria's educational system

The importance of secondary education in the educational system cannot be overemphasized. Apart from serving as the link between primary and tertiary education, it

provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level (Ige, 2013). Chinelo (2011); Ige (2011); Yusuf (2009); and Osho and Osho (2000) concurrently pointed out that the major factor that necessitates the acquisition of secondary education in Nigeria is that the education provided at the primary level has been proved to be insufficient for a child to acquire permanent literacy, communicative and numeracy skills expected from him/her at the end of the training. The origin of secondary education in Nigeria can be traced to the inception of western education which was introduced by Christian missionaries in 1842. At the onset, only primary education received a boost from the Christian missionaries because it was used as an avenue to woo children into Christianity. Government's attention to secondary education started some decades after the development of primary education, particularly when the need for outputs of primary schools to further their education in secondary schools became paramount (Adesina, as cited in Ige, 2013).

Records have shown that the first secondary school was established by Church Missionary Society (CMS) in 1859; and this was the CMS Grammar School, Bariga, Lagos. The colonial government, for a very long time, did not complement the efforts of the Christian Missions in providing secondary education until 1909 when King's College, Lagos was established as the first government's owned secondary school (Adesina; Fafunwa; as cited in Ige, 2013). According to these scholars, many ordinances, edicts and bye laws were promulgated to improve the state of secondary education in Nigeria. Throughout the period of stewardship of the Colonial Governments in Nigeria, there were few secondary schools to provide secondary education for those that were then willing to acquire it. Statistics indicate that the number of secondary schools increased from 161 in 1955 to 275 in 1956; 297 in 1957; 303 in 1958; 305 in 1959 and 311 in 1960. Since the attainment of the country's independence status in 1960,

secondary education has continued to grow in number and enrolment. For example, statistics have shown that the number of secondary schools increased from 1,227 in 1960 to 1,654 in 1965; 6, 231 in 1985; 6,279,462 in 2004; 6,398,343 in 2005 and 6,536,038 in 2006; and enrolment increased from 168, 309 in 1960 to 252, 586 in 1965; 3, 807,755 in 1985 and 6,536,038 in 2006 (Ukeje; FGN; as cited in Ige, 2013).

Indeed, secondary education is provided for children after primary education. It prepares them for tertiary education accordingly. Ige (2011) and Yusuf (2009) stated that secondary education is aimed at developing a child better than the primary level, as it is obvious that primary education is insufficient for children to acquire literacy, numeracy, and communication skills. In Nigeria today, secondary school can be owned by government (State or Federal), individuals or community. Following the emerging trends in the educational system, especially the introduction of 6-3-3-4 system, the secondary school has been divided into two phases: the Junior Secondary phase and the Senior Secondary phase respectively.

The Junior Secondary School (JSS) phase covers the first three years of secondary education. The curriculum at this phase is pre-vocational and academic in scope. Core, pre-vocational and non-prevocational subjects are included in the curriculum. The core subjects include: English Language, Mathematics, French, and a major Nigerian language other than that of the environment, Basic Science, Social Studies, Citizenship Education, and Basic Technology. The pre-vocational subjects include Agricultural Science, Business Studies, Home Economics, Local Crafts, Fine Arts, Computer Education and Music while the non-prevocational subjects include Religious Knowledge, Physical and Health Education as well as Arabic. Certification at the end of this phase depend on the performance of a student in Continuous Assessment (CA) and the results of Junior School Certificate Examination (JSCE), being coordinated by State

Ministries of Education or Federal Ministry of Education (if owned by Federal Government). A child has to sit for the Junior School Certificate Examination (JSCE) at the end of this phase. A child with minimum number of passes in the subjects including English Language and Mathematics is qualified to proceed to the Senior Secondary School (SSS) level where he/she will be trained for additional three years. A child that fails the JSCE (that is those without the minimum passes including English Language and Mathematics is expected to enroll in technical college, an out-of-school vocational training centre or an apprenticeship scheme, in line with the 6-3-3-4 system of education (Ige, 2013).

On the other hand, the Senior Secondary School (SSS) phase covers the next three years of secondary education. It has wider scope than the JSS phase. It is aimed at broadening the knowledge and skills of the students beyond the JSS level and thus prepare them for further education. It is academic and vocational in scope. A student has to offer a minimum of seven and maximum of eight subjects, comprising the six core subjects: English Language, Mathematics, a major Nigerian language, one science, an art, and a vocational subject. One or two other electives are to be selected from the art, science, technical, social science, and vocational subjects. Certification at the end of this phase depends on the performance of a student in the Continuous Assessment (CA) and Senior School Certificate Examination (SSCE) coordinated by West African Examinations Council (WAEC) and National Examinations Council (NECO). A child must obtain a minimum of five credits at not more than two sittings including English Language and Mathematics to be able to proceed to tertiary level of the educational system (Ige, 2013).

In Nigeria, secondary education is aimed at preparing an individual for useful living within the society and to pave way for higher education. Specifically, it is aimed at:

1. Providing all primary school leavers with the opportunity for education of higher level irrespective of sex, social status, religious or ethnic background;
2. Offering diversified curriculum to cater for differences in talents, opportunities, and future roles;
3. Providing trained manpower in applied science, technology and commerce at sub-professional grades;
4. Developing and promoting Nigerian languages, arts and culture in the context of the world's cultural heritage;
5. Inspiring students with a desire for self improvement and achievement of excellence;
6. Fostering national unity with an emphasis on the common ties that unite us in our diversity;
7. Raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals, and live as good citizens; and
8. Providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development (NPE, 2004).

From the foregoing, it can be deduced that, a perusal of these objectives would reveal that secondary education is unique in the educational development of a child, being not just the link between primary and tertiary education, but also a foundation for moral growth and useful living in the society. The knowledge, skills, values, and traits which a child is expected to acquire at this stage of the educational system, will, no doubt, complement those acquired at the primary level; and when these are combined, they will prepare such child not just for tertiary education, but also for conformity with the norms and ethics of the society. Indeed, these objectives, if

properly inculcated in the child, such child will turn out to be an icon both in character and action.

2.6 Christian Religious Knowledge as part of secondary school curriculum

The teaching of Christian Religious Knowledge (CRK) could be dated back to 19th century with the pioneers of Nigerian Education (Banjo, 2003). The idea of having a curriculum for education in Nigeria has been traced to 1969 when a national curriculum conference was inaugurated to address public criticism of education inherited from colonial government (Ogunnu, 2000). Since then, the curriculum has been undergoing review and improvement. Whatsoever review that has taken place, CRK features permanently in the secondary school curriculum. It features as non-prevocational elective subject group 'C' for JSS and a core subject group 'A' for SSS in subsequent reviews. The retention of CRK in the curriculum may be due to the fact that it is capable of producing individuals with moral integrity who will turn out to be valuable members of their immediate communities and the society at large.

Christian Religious Knowledge is one of the subjects approved by the National Policy on Education (NPE) to be taught and studied in the secondary schools in Nigeria (NPE, 2013). The aim of the subject among others is to encourage students to participate in those activities, which foster personal discipline, character training, tolerance, reconciliation and peaceful co-existence. Scholars view the aims and enclosure of CRK in the list of subjects to be taught in secondary schools in varied ways. For example, Asogwa and Echemazu (2011) state that CRK provides opportunities for Nigerian youths to learn more about God in order to produce well-ordered personalities or citizens of strong characters for the nation. Similarly, Ede and Odo (2006) maintained that the teaching of CRK in our secondary schools is capable of producing people

that will be able to make good and productive life choices, and thus become valuable members of their communities.

In the view of Onah (2008), CRK teaches students to respect and tolerate people of other religions, nationalities and ethnic groups. This is in consonance with the expression of Deluxe (2005) who states that the aim of CRK is to develop the students in understanding religious traditions and to appreciate the cultural differences in the world around them. These assertions complement the definition of education put forward by Ofoefuna (2006) who sees education as “the transmission of an inheritance, a culture and a creed”. This implies tradition, good and bad, and a system of unfolding which enables man to become aware of himself as a being which has been described as spirit, body and soul. Nigerian Educational Research and Development Council (NERDC) complements these assertions as it states that the aim of CRK as a teaching subject in secondary schools in Nigeria is to instill discipline and enhance empowerment in Nigerian youths; and that CRK is an informative and life changing subject which helps the youth to improve their attitude to God and to their fellow mankind (NERDC, 2010).

Drawing inferences from the foregoing, it is indeed not an error to say, as did Ugwu, Ogwu and Igbokwu (2017), that CRK forms the moral foundation and teaches ethics of life to the students. The expression of Ikechukwu and Ugwuozor (2014) which states that CRK as a subject helps to streamline the thought, character, moral and aspiration of the students, no doubt, supports this claim. Indeed, CRK, according to them, also offer hope for the future integrated, disciplined, harmonious and progressive society. No doubt, Ayogu (2008) noted that without a sound or strong moral foundation, especially as imbedded in the objectives of CRK curriculum, every society and every nation is eventually bound to collapse. This attests to the paramount place of religion in the society at large and the teaching of CRK in our secondary schools in

particular. In practice, it implies that religion binds the society together by the tenets and principles it teaches.

Religious Education is a vast subject and it is taught at all levels of education in the country. Religion, from biblical notion, can be seen as a relation in which man stands to God; conscious of God's absolute majesty and infinite power, and man's insignificance, helplessness and dependence on God. This relationship between God and man arises from the fact that man was created in the image of God and therefore a creature of God, a religious entity and a moral being (Akubue, 1992). Relating to this is the view of Ocheoha (2005), that man being the image bearer of God, is expected that his person and social emotional attachments, ambition and evaluation should be generally governed religiously. One characteristic of this religious self is that man was created with a view to serve. This suggests that religion is more than a mere feeling of dependence, rather it challenges man to be active in submission to him who one adores and worships. In line with this view, Igbouluchukwu (2007) opined that in Christianity, religion demands that man must strive to render Christian service. Thus, for him, the aim of Christian Religious Education in the school is to promote and sustain man's religious life. This view brings to mind the definition of education put forward by scholars such as Akubue and Ivowi. Akubue (1998) defined education as "all man's activities which enable him to realize himself and to live fully as human being"; also, "a process of influencing people, young or old so that they may become worthy human beings". Ivowi (2007) defined education as "a process of relating individual to society, so as, to secure the full development of personality which should include intellectual, physical, social, emotional and spiritual formation". In all these definitions, the totality of man as a special being has been brought to bear. The need for man to pattern his life after the ultimate and revered image of God which he bears has also been pictured out here. This

implies that man must be educated with the tenets and principles of religion. Without religious education, man's education is not complete. For the society to be sustained and function optimally, religious education is sacrosanct. No doubt, a sociologist, Emile Durkheim once said "religion is the society and the society is religion" (Durkheim, as cited in Haralambos and Heald, 2006).

No wonder, some scholars defined religious education as invitation to pattern of thought which expressed itself in man's spiritual dimension; and that religious education is interested in developing spiritual insight which cannot be proved by science and technology. Hence, according to Akubue (1992), religious education is not merely a matter of telling students about God, rather, it extends to the question of showing them, in the course of their development from childhood to adulthood, how all of life is threatened by the drifting away of man from God, which suggests that the central question is one of the full restoration of man.

From the on-going line of thought, one can simply say that the main task of religious education is to guide students in such a way that they can attain intellectual and moral perfection, discipline themselves both mentally and morally, and face their daily and future challenges with the traditions of the past. The view of Omali (2001) complements this expression when he said Christian religious knowledge is a subject concerned with the up-bringing, instructing and informing students on Christian beliefs and practices as found in the Holy Bible and Christian traditions.

On this, Okonkwo (2004) added that religious education has the duty of making students understand that they have a supernatural destiny and seeing that their intellect is trained and enriched not only by the study of science and arts of natural order, but also by the study of revealed truths. Indeed, it is important to state here as did Ugwu, Ogwu and Igbokwe (2017) that

the CRK curriculum for Secondary Schools is designed to teach not only the content of the Holy Bible, but also desirable moral lessons. This is to say that CRK curriculum is capable of instilling in the learners the desired philosophy and educational goals of the nation.

2.7 Teachers' factors in curriculum implementation

Obanya (2004) defines curriculum implementation as day-to-day activities which school management and classroom teachers undertake in pursuit of the objectives of any given curriculum. In another presentation, Obanya (2007) contends that effective curriculum is the one that reflects what the learner eventually takes away from an education experience, which he termed 'the learner curriculum'. He notes that in many cases, there would be gap between the intended curriculum and the learned curriculum, and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible. This brought to mind the observations of many scholars who identified defective curriculum implementation as a major setback for attaining goals of education in Africa at large and Nigeria in particular.

Curriculum implementation, according to Chikumbi and Makamure (2000), entails putting into practice the officially prescribed courses of study, syllabuses and subjects. Putting the curriculum into operation, however, requires an implementation agent. The teacher is always identified as a major agent in curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. Hence, implementation is said to have taking place when the teacher's constructed syllabus, his personality, teaching materials and the teaching environment interact with the learner. Implementation further takes place when the learner acquires the planned or intended

experiences, skills, knowledge, ideas and attitudes which are aimed at enabling him function effectively in the society.

In view of their position in curriculum implementation, Achimugu (2005) asserts that teachers are the fulcrum on which the lever of educational system rests. This implies that without teachers to interpret, translate and transmit the intended educational goals to the learners, the set goals will be worthless no matter how essential and crucial they might have been conceived. This is because they cannot be achieved if these vital implementation agents (teachers) are not there to implement the planned curriculum. The functions of the teachers is second to none when it comes to curriculum processes generally and curriculum implementation in particular. In line with this view, Nsongo (2001) posits that CRK teachers have major part to play in implementation of the curriculum.

Interestingly, Njoku and Njoku (2015) averred that teachers' commitment is paramount to implementation of any given curriculum, and that if CRK teachers are committed to their duties, understand the pedagogical and theological aims of the subject, then, implementation of the content would be achieved. Indeed, the expression of Fadipe (2003) supports this claim when he said beside the students, teachers are the largest and most crucial inputs of educational system who influence to a great extent the quality of educational output. No wonder, in the National Policy on Education (NPE, 2004), it is stated that no educational system can rise above the quality of the teachers.

However, it is highly lamentable that in spite of the role of teachers in educational system, findings from assessment carried out concurrently by Moja (2000), Omorege (2005), FME (2003) and CBN (2010) have revealed that issues of inadequacy and low quality teachers in secondary schools in Nigeria are prevalent. The report of road map for Nigerian Education

Sector by Federal Ministry of Education (FME, 2009a) specifically revealed that there was shortfall of 581 teachers in Junior Secondary Schools and 39,023 teachers in Senior Secondary Schools respectively. Obanya (as cited in Wasagu, 2006), also reported the findings of a study of Secondary Education in four States in Nigeria - Enugu, Kaduna, Lagos, and Rivers - as follows:

- 1 There were shortfalls in the supply of secondary school teachers in the four States;
- 2 The shortfall affects every subject taught at the secondary schools;
- 3 Subjects such as Religious Studies and Commerce were characterized by shortage of teachers:
- 4 Mother tongue languages (Hausa, Igbo and Yoruba) were also characterized by inadequate teachers;
- 5 Mathematics and technical/vocational subjects topped the list of teacher's deprived subjects, and
- 6 Lagos, the most economically endowed among the four States had the highest list of teachers' deprived subjects.

In addition, the report of United Nation Educational, Scientific and Cultural Organization (UNESCO) on 2005/2006 academic session indicates that the enrolment at the Junior Secondary Schools was 3,624,163; while the number of teachers was 61,938, out of whom 73.3% were qualified while 26.7% were not qualified to serve as teachers in this segment of the educational programme. Within the same year, the number of teachers at the Senior Secondary Schools was 74,841, out of whom 73% were qualified while 27% were not qualified (UNESCO, 2006).

At times, the recruitment of under-qualified teachers in the secondary schools as well as the inability of teachers to show commitment to teaching has been attributed to the kind of attention given to the teaching profession by government and the general public. In Nigeria, just

as Achimugu (2005) has rightly pointed out, teaching has always been viewed with a very low status, and so also is the remuneration attached to the profession. This, no doubt, compelled many qualified teachers to opt for more profiled and lucrative jobs at the expense of the teaching profession.

Complementing this expression is the view of Akpan (2018) when he said that education sector which is critical for development has been neglected and left in the hands of those with poor brain. The best brain, according to him, are mostly being attracted to disciplines like medicine, engineering and other highly paid professions because of the high premium the country placed on them with welfare packages. This, in his conclusion, explains why the country is grappling with serious challenge of quality of education, especially at the basic levels where most of the teachers are not qualified. Indeed, for those who remained in the teaching line, not all endeavour to give out their best.

It was on this note that Ajiboye (2018) called on government at all levels to give priority to training and welfare of teachers so as to enable the advancement of the education sector. He added that the role of teachers in national development cannot be overemphasized, as development cannot take place if there is no quality education, and teachers are the drivers of that quality education. To buttress his point, he quoted an America journalist and author, Thomas Fireman, who once said “the yardstick for measurement of a country’s performance in the 21st century is not in its oil reserve or goldmine, but the number of its effective teachers, committed parents and serious students”. Similarly, Dogo (2018) called for upward increase in the remuneration of teachers, as he pointed out that a teacher who is emotionally stressed due to poor income, poor living condition, cannot give out the best required of him.

Consequently, as pointed out in studies conducted by Achimugu (2005), Ajayi and Shofoyeke (2003), Adeyemi and Ige (2002), and Famade (2001), many among the teachers get themselves involved in unwholesome practices such as examination malpractices, absenteeism from school and classes, late coming to school and classes, inappropriate and non-keeping of records, trading within and outside school and commercial driving during class hours, immoral relationship with female students, extortion of money from students, and drinking and smoking during official hours. These lackadaisical attitudes are capable of contributing to a great extent the un-seriousness, indiscipline and poor academic performance of students in schools which have continued to be of concern, not only to parents and analysts, but to the general public as well. Indeed, where these unethical practices prevail, effective implementation of the planned curriculum will be in doubt.

In reality, the foregoing facts imply that many people get involved in the teaching profession without the passion for it, but just to make ends meet. This is, indeed, ridiculous, as teaching pupils without the love for teaching as a profession will not produce the required result. In CRK, it is apt to say teaching students CRK lessons without the love for the subject and the love of Christ being practiced by the teacher, the whole process will not yield positive impact on them. An effective teacher needs to have passion for his job as well as being just and equitable. In this regard, Njoku and Njoku (2014) averred that an effective teacher must be approachable, considerate, has respect for all, promotes value diversity, fair and just, encourage pupils to learn, generous with praise and apply good network of resources in administering his duty. No doubt, teachers with deep knowledge of the subject are masters of the contents and could always make appropriate use of skills to manipulate their lessons, thereby making effective implementation of the subject possible.

2.7.1 Teacher quality and curriculum implementation

Teacher education dates back to the time formal education was first introduced in Nigeria. The expansion of the school system, which was occasioned by the broadening of the curriculum to meet the ever-changing demands of the society, necessitated the need for professional training of teachers to conform to the duty of effective transfer of knowledge and enhancement of the learner's cognitive growth. The national Policy on Education (as revised in 2014) lists the aim of teacher education as follows:

- i. enhancement of teachers' commitment to the teaching profession;
- ii. helping teachers to fit into the social life of the community and society at large and the enhancement of their commitment to national objectives; and
- iii. Provision of teachers with intellectual and professional background adequate for their assignment and changing situations.

In view of the above, the government expanded teacher education to meet the requirements of teaching professionalism. Consequently, new programmes such as competency-based teacher education have been worked out to enable teachers update themselves and fit into the planned teaching services. Competency-based teacher education ensures that trainees are certified on the basis of having acquired specified competencies which are demonstrated and measured in actual performance. This implies that teachers' training programme was conceived as a possible solution to the seemingly insurmountable problem of the vicious cycle of poor quality teachers at all levels of the education system.

The role of teachers as models to students cannot be overemphasized. Teachers have the potentials for enhancing the quality of education by bringing life to the curriculum and inspiring students to curiosity and self-directed learning. They are important agents in achieving the set

educational goals. Indeed, Ajiboye (2018) was right when he said development can only take place if there is quality education and that teachers are the drivers of that quality education. Although Nigeria Certificate in Education (NCE) is the approved minimum qualification for teaching in the educational system (NPE, 2004), it has been reported that many secondary schools' teachers still parade lower qualifications, which implies that they are unfit for teaching (FME, 2007, 2009b). For example, UNESCO's report on 2005/2006 academic session indicates that out of 61,938 teachers employed in Junior Secondary Schools, only 73.3% were qualified while 26.7% were not qualified to serve as teachers in this segment of the educational programme. Similarly, within the same year, the number of teachers at the Senior Secondary Schools was 74,841, out of whom 73% were qualified while 27% were not qualified (UNESCO, 2006). The preponderance of unqualified teachers in secondary schools in Nigeria will, no doubt, have serious negative implication on the quality of education which students will acquire at the end, if other factors that may influence the training are constant.

Being that Christian Religious Knowledge as a teaching subject in schools is anchored on the understanding of Christians about their belief and religious practices, CRK teachers are expected to be modest in character, maintain high moral and academic standards, and be professionally trained to be knowledgeable in the subject so as to achieve meaningful learning. In addition, they are to be innovative, democratic, resourceful, and business oriented so as to be good modelers (Eze, 2016). In the same vein, Jarvis, who sees teachers as facilitators of students' learning, producers of professionals, creators of productive and conducive learning environment, posits that the total impact of the teacher's personality and attitude in the classroom will affect learning and that teachers' dispositions can help students to acquire and develop the skills, knowledge, norms and moral values they need after school (Jarvis, 2000).

These accolades, notwithstanding, in order to understand and diagnose professionally, what is going on in the classroom, CRK teachers are expected to possess certain competences capable of promoting learning in the right direction. To effectively implement the set goals of education, especially in this era of globalization characterized with technological and information explosion, CRK teachers are indeed, expected to keep abreast with current trends in their discipline by seeking for professional development that can help them improve their performance as well as students' learning abilities accordingly.

In this regard, Jarvis (2000) listed the following attributes as necessary for CRK teachers to possess.

- i. Psychological attributes that would enable adaptation to new changing situation and cope with unexpected difficulties.
- ii. Technical abilities which include the ability to assess the progress and difficulties of learners.
- iii. Ability to control teaching in the classroom so as to maximize learning.
- iv. Familiarity with the syllabus and materials being used and make necessary innovations as the situation demands.
- v. Professional understanding which refers to the knowledge acquired as trained CRK teacher and modern scientific methods of language teaching.

Indeed, the finding of the study carried out by Choi (2003) indicated that teachers' qualifications strongly influence students' learning which is in accord with the foregoing submissions. Although some researchers have argued that advanced degree has no strong influence on teaching quality (Friedman, 2000), it is indisputable to state here that, for efficient and effective curriculum implementation, it is important that teachers should be professionally

qualified to teach. This attest to the expression of Sonny Echeno where teachers were advised to upgrade themselves to fit in the teaching profession; and that any teacher who could not present the prerequisite qualification for the teaching profession by the year 2020 would be pushed out of the system. Hence, teachers were further advised to take advantage of professional examinations made available in 35 States of the Federation and online resource materials to guide them as teachers (Echeno, 2018).

With the continuous innovations and development of general and pedagogical knowledge and constant changes taking place in the education system, Eze (2016) observes that it may not be possible to equip the students' teacher with all the required knowledge and skills for the whole of his life in the teaching profession. Therefore, to improve his teaching skills, the teacher needs to embrace himself through in-service training and innovations in order to be in line with changes in the society. This will help him to be competent and well-acquainted with the procedure for the utilization and operation of all educational technological devices like televisions, video tapes, overhead projectors, film strips, computer and computer devices, Information and Communication Technology (ICT), et cetera. In accord with this, Dogo (2018) has solicited for opportunity to be provided for teachers' professional development through training and retraining, so as to equip them with current best practice in the delivery of quality teaching.

These views complement the suggestion of Ajeyosemi (2005) that teachers at all levels of education system should be empowered to provide ICT based training to the students, as this will enable them contribute meaningfully to national development. The suggestion for empowerment of teachers with ICT based knowledge has been informed by the fact that the use of computer can solve tedious and time consuming teaching and learning situations much easily. For

example, the computer can process, interprets and presents information, while television and video store and expose the learning contents.

This leads to what Busari (2018) termed problem of instructional materials, multimedia and ICT. Instructional materials, in his view, are the tools designed majorly to assist teachers in explaining a topic to the learners, and to enhance the learners' ability to grasp the educational information disseminated. He pointed out that instructional materials are available in various forms, among which are textbooks, consumables, learning laboratories, slides films, film strips, recordings and learning charts. Oshinaike and Adekunmisi (2012) described multimedia as the combination of various digital media types such as text, images, sound and video into an integrated multi-sensory interactive application which is capable of conveying messages or information to a given audience. On the other hand, Nidhi (2018) defines ICT in education as the computing and communication services and character that variously support teaching, knowledge and a variety of performance. Indeed, the CRK teacher who possesses the knowledge and application of ICT has the ability to stimulate learners through visual and auditory measures.

Christian Religious Knowledge teachers are often considered as models whose experiences of the truth of the word of God should be seen in their lives. They are considered as embodiment of knowledge from whom much is expected. To live up to such expectation, Ganang (1990) has opined that CRK teachers need to be academically and professionally competent. Therefore, he listed some attributes required of CRK teachers as follows:

- 1 He must be morally and spiritually upright, that is, he must be committed to principles of morality as the fruit of religion.
- 2 He must be emotionally balanced, being temporal in all circumstances.

- 3 He must be personally interested in and believe in what he is teaching. It is worthless for teachers to teach what Christians believe about religion and the Bible by projecting their doubts and perplexities into the lessons. Teaching CRK cannot be a mere commercial venture.
- 4 He must be of good report in the community.
- 5 His primary responsibility is to effect challenge in the life of his students. There are chances that will make them better citizens and Christians.
- 6 He must be capable of leadership. This involves the nature of personality, and the power to attract others to himself. He must have clear insight into the nature of the problems of his students and have love for others as well as possess techniques and skills. He must influence students through his personality and character more than his teaching.
- 7 He is a learner and a researcher as he studies to prepare for his lesson. He learns from his students, colleagues and others. Because of this, “he” must be conversant with the most important works of scholars in the field of biblical studies and allied fields. He needs to assimilate them so that apart from being knowledgeable, a clear conception of religious value and the value of the Bible will pervade his teaching.
- 8 He is a growing personality. Religious teaching is intensively personal and reveals what you are rather than what you know. The teacher teaches more by what he is than what he teach, and
- 9 He must be worthy of admiration. This includes his mode of dress, clarity of voice, and mannerisms and is physically fit. He must be honestly interested in his studies.

2.7.2 Pedagogical related issues

Pedagogy simply means the science or profession of teaching. It is the discipline that deals with the theory and practice of education. It entails the study of how best to teach. In other words, pedagogy simply means teaching methodology. The influence of educational methods comes from the fact that the content of any curriculum cannot be learned efficiently unless it is presented in a specific way. Inadequacy of methods may affect learning and cause undue wastage of time while application of modern and adequate methods enhances and influences students' academic performance (Abdul-Rahman Salih, as cited in Zaiton and Hishamuddin, 2012).

Other challenges said to have been stalling the effective implementation of CRK curriculum include lack of or inadequate instructional aids, inability of teachers to make proper use of the available aids or improvising for them where there is none, abstract and vast nature of CRK content, as well as lack of knowledge or inability of the teacher to diversify teaching pedagogy. For example, Gbenda (2004) highlighted poor teaching aids and teaching methods adopted by non professional teachers as major causes of poor achievement in the subject. Furthermore, studies conducted concurrently by Obilom (2005) and Duru (2005) have revealed that the traditional teaching methods such as inquiry/discovery, discussions, questioning and lecture methods adopted by teachers respectively in delivering lesson in the classroom are teacher-centred; and hence contributed to a great extent to poor performance of students in various school subjects including CRK. These assertions have been complemented by the findings of a study carried out by Abdulhamid (2010) which found that lecture method used by teachers have made many students lost interest in learning; and has as well resulted in reduced students enrollment in some subject areas. He further observed that the use of lecture method set

the teacher as the only active participant in the class while the students are complete observers or admirers throughout the lesson.

Christian Religious Knowledge, like every other subject, has five features. These include a set of rational theoretical formulation, inherent capacity for growth, applicable solution to human problems, organized body of knowledge and a degree of uniformity with other areas of academic activities. These important values attached to the study of CRK in schools cannot be achieved if teachers do not utilize effective teaching method that appeals to all the senses of students in leaning situations (Obanya, 2004). Agwu (2005) defines teaching method as the overall plan for the orderly presentation of content of learning materials. Usually, a method is driven by a philosophy or an assumption about how students learn in school. Teaching method is therefore, a general process the teacher adopts in presenting his lesson to students in the classroom. Thus, the important index in the teaching and learning process is that the students learn an experience at the end of a given teaching (Aguokogbuo, 2005). No doubt, Isukpa (2014) has pointed out that the use of good teaching method in teaching of CRK plays an important role in harmonizing classroom instruction.

The poor performance of students in CRK has been attributed to dearth of teachers of CRK which compelled some school management to assign the subject to any teacher that can read and interpret the bible, and that these alien teachers who are not abreast with CRK concepts, most often than not, find it difficult to transfer knowledge meaningfully to the learners (Njoku, 2015). It was in view of this that Obayi (2000) has earlier suggested that for effective teaching and learning to take place there must be qualified teachers who are ready to employ appropriate methods in their teaching; while Novak & Canas (2006) have observed that CRK teachers need to encourage their students by adopting more versatile teaching methods.

The theory of constructivism, developed by John Dewey, sees learning as the active participation in various activities within and outside the classroom. Therefore, the inability of teachers to use methods that encourage students' active participation could lead students to laziness and rote memorization, which kills their interest and attitudes towards the learning of CRK (Dewey, as cited in Isukpa, 2014). The theory of multiple intelligences, developed by Howard Gardner, holds the view that human being has five separate intelligences (visual/spatial, verbal and logical, body/kinetic, musical, and inter-personal intelligence respectively). Gardner recognized each of these intelligences as equally important to learning. These intelligences provide the foundations for visual arts, music, dance, and drama, and through these art forms, most students will not only find the means for communication and self-expression, but the tools to construct meaning and learn almost any subject effectively. Therefore, if educators teach their students using methods that utilize these intelligences, the students' learning processes would be promoted (Gardner, as cited in Iukpa, 2014).

Indeed, organizing for effective teaching of Christian Religious Knowledge is centered on certain factors such as "what to teach", "when to teach" and "how to teach". The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also recognize and adopt a good and well-researched method of teaching that guarantees better understanding and also stimulates and motivates students' achievement (Abdukamid, 2010). Non-employment of diversified teaching methods in classroom delivery by most teachers of CRK may be due to narrow horizon of teachers' knowledge of the fast growing changes in the society, and the need to adapt to the changes so as to meet the learning requirements of learners in the changing generations. In this regard, Njoku and Njoku (2015) have observed that teachers are rarely exposed to seminars and workshops, and as such are not abreast with current trends in

their fields, and that non attendance of workshops and seminars affect teachers' methods, techniques and approaches in teaching.

It is obvious that teachers who are current in their fields of work could manipulate instructional aides, harmonize vast content and manage the given time to ensure effective curriculum implementation. To ameliorate these setbacks, Njoku (2012) has earlier suggested the need for teachers to upgrade their teaching skills in order to keep up with the demands of the fast changing society. This can be best achieved through attendance of workshops, seminars, symposia and in-service programmes, to mention a few among others.

2.8 Instructional materials and curriculum implementation

Infrastructural facilities in the school setting are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2003) posited that they are things which enable a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible when they are not provided. Availability of infrastructures and facilities in the right quantity and quality is germane in education provision. A school with inadequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, and workshops will be uncomfortable for pupils/students to learn (Ige, 2013).

Contemporary scholars and educators have developed competing instructional methodologies that could be employed in learning. This is because an important characteristic of instruction is based on the stimulation provided by the instructional materials, be they objects, events or even people. Such materials for instruction include textbooks, filmstrips, television, tapes, maps, models, audio-visual equipment, picture, chalkboard or any other object that can stimulate the sense perception. Therefore, validated and organized sets of materials and resources for classroom instruction have the force of making teaching very effective. The teacher who is

gifted with some artistic and imaginative ability can impart to students an enormous learning experience through the imaginative production and use of visual aids in the classroom. Through the aid of pictures, diagrams and maps, children are able to illustrate a story that they have heard or an important event in their lives (Gotan, 2005). Lauding the significance of materials and resources for instruction, Nchor noted that they have the potential to supply a concrete basis for conceptual thinking and reduce meaningless responses of students, increase the propensity of the brain to retain what has been learned for a long period, make learning interesting as they offer experiences that reflect real life situation and take care of differences that may exist among learners (Nchor, as cited in Gotan, 2005).

Important as these materials are, studies indicate that a vast number of teachers fail to make positive impact in students' learning because they have continued to hold tenaciously to the use of traditional and the old sit and listen method of instruction. For example, while accepting that instructional materials are not educational luxuries, Nwankwo (as cited in Gotan, 2005) observed with concern that many teachers do not realize the need for instructional materials, and that even the few that are present in some schools were not put to use. It thus, appears that many teachers feel satisfied to walk into the class with only chalk and Bible in hand.

Furthermore, the report of CBN, (2010) indicates that there are inadequate infrastructures and facilities in many secondary schools in Nigeria. This report complements the expression of Ahmed (2003) when he states that in most secondary schools in the country, teaching and learning take place under un-conducive environment and lacking the basic materials, and that this hindered the fulfillment of educational objectives. Indeed, there is little to doubt as teachers in Kaduna State, in the events marking world teachers' day, have called on the State government

to address the rot in school infrastructures and to also provide adequate instructional materials so as to improve the quality of teaching and learning in public schools.

The teachers further lamented that most public schools, particularly in rural areas, lacked relevant infrastructural materials to enhance teaching and learning. It was noted that school infrastructures and other teaching facilities were in terrible state, with public primary and secondary schools in rural areas worst affected. For example, beside pupils sitting on bare floor for lessons, it has been pointed out that there is scarcity of textbooks in most schools, especially primary schools in rural areas where only 3 textbooks in English Language and other core subjects are made available per class of 10-20 pupils (Boman, 2018). Similarly, Dogo (2018) called on government to improve what he described as the gory situation of schools in rural areas. He pointed out that the government is paying undue attention to public schools in urban centres, leaving the ones in rural areas with inadequate teachers, no furniture and classrooms, and that some of the pupils are receiving lessons under trees. No wonder, Ajayi (2002) and Omoregie (2005) concurrently exclaimed that in spite of the role of secondary education, it is riddled with crises of various dimensions and magnitude, all of which combine to suggest that it is at a crossroad.

In an attempt to derive reasons for the reluctance of some teachers in using teaching aids, the blame was attributed to the difficulty involved in the provision of the teaching aids and their usage accordingly. Based on this, Makinde encouraged improvisation of aids from local materials as he states thus:

Professional teaching aids - sophisticated machinery such as projector, tape recorder, videotape machines - will rarely be relevant to the individual teaching situation ... the teacher is to face the challenge of improvising teaching aids to make his lessons directly relevant to the immediate environment and certainly more interesting for his students (Makinde, as cited in Gotan, 2005, p. 62)

Indeed, there is no gainsaying a farmer can achieve bountiful harvest without applying the right farm tools and chemicals such as fertilizers, herbicides and pesticides, so also is the business of education. Education cannot thrive well, no matter how excellent and superfluous its planned curriculum may be, if the required resources and facilities are not properly invested to spur it into action. Thus, for effective implementation of the educational curriculum for secondary school in general and the CRK curriculum in particular, government, society and teachers' factors need to be addressed accordingly.

2.8.1 Knowledge and application of ICT in teaching and learning process

One of the tasks of educators is to identify and prioritize efficient ways of improving the process of teaching and learning in order to enhance learning outcome. In carrying out this function, teachers have been known to utilize different methods and strategies and to employ a wide range of instructional materials to stimulate students' interest and enhance performance. However, in recent times, information and communication technology (ICT) has been identified as a relevant, functional and useful instrument to facilitate teaching and learning at all levels of the educational system (Ezeh, 2013).

Research studies carried out concurrently by DFES (2003), Obikese (2007), Valasidou and Bousiou-Makridou (2008) have indicated that the use of ICT has indeed contributed positively to stimulate students' interest and improve achievement in many subjects. Information and communication technology, in the view of Nworgu (2007), has been used as a modern educational material to enhance instruction and improve learning outcome. It is also used as a teaching strategy to encourage students' interactive instructional approach and promote achievement. This complements the report of Nnaobi (2003) which states that computer aided instruction enhance students' performance in chemistry more than the use of traditional

instructional material. Mohammed, Mwanse and Chundung (2003) also observed that the use of computer in teaching scientific concepts exerted positive effects on students' attitude and achievement. Also, a British based research studies provided further credible evidence that the exposure and effective use of ICT in teaching secondary school Mathematics, English and Sciences, produced strong positive effects on students' interest, motivation and attainment (BECTA, 2003). Furthermore, a survey study by Valasidou and Bousiou-Makridou (2008) has found that students who are availed of ICT in learning at home and in the school environment scored higher in political science than those who did not make use of the modern technology.

Despite the influence of Information and communication technology in education and its positive impact in teaching and learning, it has been observed that very little has been done in the application of ICT in teaching and learning of Christian Religious Knowledge. Thus, in an attempt to bridge the gap, Kosoko-Oyedeko and Tella (2010) carried out a research on teachers' perception of the contribution of ICT to pupils' performance in Christian Religious Education. Although the result was positive, Ezeh (2013) observes that the inadequate use of ICT in learning and teaching in Christian Religious Knowledge inhibits students' exposure to appropriate experience which students ought to perceive as functional, useful and interesting. This observation was hinged on the fact that the achievement of secondary school students in CRK, in the recent past, has been reported to be very poor and below average in the West African Senior Secondary Certificate Examinations (WAEC Chief Examiners Report, as cited in Ezeh, 2013). Part of the report attributed the poor performance to students' lack of familiarity with the prescribed passages in the Bible and their inability to relate biblical stories to life in the society. Perhaps, the application of ICT in the process of teaching and learning would have ameliorated the menace.

The concept known today as Information and Communication Technology (ICT) has been defined as a diverse set of technological tools and resources which is used in creating, communicating, disseminating, storing and managing information (Iwu, Ike and Chimezie, 2006). ICT facilities include such technological instruments like the computer and internet devices, projectors, printers, radio and television broadcasting, teleconferencing, et cetera. Scholars such as Tinio (2002), Nnaobi (2003), Youssef and Dahmani (2008), and Kosoko-Oyedeko and Tella (2010) have pointed out the many positive benefits of the use of ICT facilities in teaching and learning various subjects. The use of ICT facilities in teaching and learning is said to promote students' intellectual abilities and enhance their performance (Punie, Zinnbauer, and Cabrera (2008)). It was however observed that literature of empirical studies showing the effect of ICT on students' achievement in Christian Religious Knowledge was still lacking. This may be due to the fact that ICT was yet to be properly utilized in the teaching and learning of the subject. Hence, there is therefore a felt need to adequately apply the use of ICT in the teaching and learning of CRK so as to enhance the opportunity for empirical studies in this field to fill the vacuum.

2.9 Public attitude toward the study of CRK in secondary schools

Studies have indicated that there is little or no emphasis on Christian Religious Knowledge in most schools despite the moral role of the subject. For example, a study conducted by Bako on the attitude of students toward the study of Christian Religious Knowledge has shown that the reaction of students towards the study of the subject was generally negative, and that the dislike for the subject was necessitated by the belief that the subject does not have any economic value in return for their efforts. Furthermore, it has been observed that CRK has continue to suffer State neglect by some States in Nigeria, and that some of the States have gone

to the extent of making public pronouncements discrediting the study of the subject. Therefore, even where students recognized the importance of the subject and develop interest in offering it in their school days, they were discouraged due to the fact that, in most cases, government failed to recognize and accept the subject for employment (Bako, 1991). Indeed, if the curriculum of CRK is to be effectively implemented, positive attitude by parents, government and the general public toward the subject is very important. This will ensure optimal performance on the parts of the students and the extent to which the subject will affect their attitudes generally.

Other reports have revealed that sometimes negative comments are being made by other members' of the staff concerning the subject especially during assemblies or career choice forum. These comments demean the status of the subject thereby making students to have negative attitude towards it. For example, Ucha (2004) pointed out that the way the society and parents view the subject affects the students' choice and interest for it. Indeed, nowadays, youths seem to consider religious instruction old fashioned, possibly, pertinent in the past but inappropriate to the present. This problem has been worsened with the spread of advanced technology that finds secular subjects taking priority over religious subject in preparing young people for the goals they hope to achieve. Reiterating the importance of CRS in teaching societal values, Ucha advocates for positive view of the subject so that its desired goals in the life of the learners would be achieved, especially now that society is at the crossroad in terms of moral decadence. Complementing the advocacy of Ucha, Ndarwa (2007) opined that CRK as a subject should be considered equally important like the sciences and languages as prerequisite for admission into higher institutions. All these views point to the fact that teachers, parents and the society at large need to be positive concerning the teaching and learning of CRK, if the subject must achieve its major goals in the learners.

2.9.1 Students' interest and attitude toward CRK

Students' interest is another factor that determines students' academic achievement in schools. Interest can be defined as a psychological state of having an affective reaction to and focused attention for particular content and/or the relatively enduring predisposition to re-engage particular class of objects, events, or ideas (Omebe, 2005). Dewey (as cited in Long, 2007) defines interest as the formation of a relationship between a person and an object. Interest could also be essentially a function of the perceived likelihood to succeed on a specific group of tasks and the value of a consequence of doing well (Ainley, 2002). The way each person learns depends on interest. For instance, some students prefer to learn complete subject matter by heart while others search for meaning. Students' differences in learning preferences have often been related to a number of individual factors such as motivation and perception of one's ability. Interest is very important in one's educational and life success. This is because one's action towards anything depends largely on one's interest on that thing. Interest drives one towards action especially when such action benefits one thereby forming a relationship between a person and an object. For example, a study conducted by Adedeji (2007) has found that interest of students' in mathematics affect their academic achievement in the subject.

Hornby (2010) defined interest as the quality that something has when it attracts somebody's attention or makes them want to know more about it. Silvia (2006) sees interest as a feeling or emotion that causes attention to focus on an object, event, or process. The term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise. Ugwu (2005) maintained that interests in psychology of learning are those mental activities that awaken the sense of participation, sense of belongings and sense of activity. This interest differs in individual perception and ability and it is

characterized by choice and quality of something or activity. This study adopts the definition of interest postulated by Isukpa (2014) which sees Interest as the mental state of students in relation to teaching and learning of Christian Religious Knowledge in secondary schools. It is also the relative reaction of students and their behaviour in teaching and learning of CRK.

Students' effective learning outcome in secondary and other institutions of learning in recent times have been the concern of stake-holders in Nigerian education system (parents, guardians, teachers, counselors and government). This is because success in education is highly instrumental to the development of a nation. This includes scientific and technological development, socio-economic and political advancement, as well as success in life generally (Ntamu, Owulu and Monity, 2016). Various subjects taught to students in secondary schools, according to Abioye and Adekunle (as cited in Ntamu, Owulu and Monity, 2016) have their unique values and importance to the whole education process. Hence, the uniqueness of Christian Religious Knowledge is said to be in its dual function of simultaneous development of the intellectual ability and moral character of the students.

This notwithstanding, it has been observed that many students are running away from CRK as a subject especially at the senior secondary level where selection of subjects is applicable. Lawal (2010) complements this expression when he said poor performance occurs yearly and more students are running away from the subject of CRK. Similarly, Butler and Uren (as cited in Lawal, 2010) have observed that lack of interest on the part of students make them to perform poorly in their academic achievement. Undoubtedly, the alarming rate of poor performance in Christian Religious Knowledge has generated growing concern from various quarters, the parents, teachers, schools and the government. Indeed, Lawal (2002) has earlier noted that the performance of students in CRK is diminishing and poor.

There seems 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. Butler and Uren (as cited in Lawal, 2010) note that at about age 17, most adolescents reach a crisis in the process of shaping their attitudes to religious beliefs and practices, and have thus suggested that this may serve as a factor for the dilemma or lack of interest of many students toward religious subject such as CRK.

Lewis (as cited in Lawal, 2010) has also confirmed in his study that attitude towards many school subjects can be affected by a host of factors, such as student's ability, developmental crisis, lack of textbooks, teachers and school environment. Personal ambitions on the part of the students motivate them to learn. It is an intrinsic attitude towards learning and success. While stressing the importance of interest in a student in order to attain teaching, Folayan (as cited in Lawal, 2010:423) commented thus: "The most significant finding of the analysis of factors influencing the choice of courses [subject...] is that more than half of respondents choose their subjects as they found them most interesting". Oyetunji further emphasized on the training of teachers when he states thus:

The number of unskilled teachers of English in West Africa is still very large and discouragingly alarming. It is not only their unawareness of modern techniques but also their mistaken confidence in their own effectiveness which militate against their improvement (Oyetunji, as cited in Lawal, 2010, p. 423)

The above shows that there is need for every teacher to be trained in his subject before teaching, as interest can be achieved through the application of effective method of teaching and learning in the classroom.

The major challenge facing the school system in Nigeria is how to improve the dwindling students' learning outcome. The knowledge strand of CRK which is emphasized in schools is further reinforced by Bible classes/sermons in churches, at home as well as bible study programs on radio and television, which in most cases, if not all, the students of CRK do participate. It is thus expected that students' achievement and interest in the subject should be more appreciable compared to what is obtainable. However, researchers have identified various factors as influencing learning outcomes. Perhaps the most important of these factors is the question of attitude of the learner. Attitudes are positive or negative feelings that an individual holds about objects or ideas, (Adebisi, 2006). King (1981) declared that attitudes are generally regarded as enduring, though modifiable by experience and or persuasion and are also learnt rather than innate. The author went further to say that achievement of any learner will to a great extent depend on his attitude towards the learning materials, hence there is the general belief that a positive attitude more often than not leads to successful learning.

Studies have confirmed that attitude towards many school subjects can be affected by a host of factors, such as student's ability, age, sex, developmental crisis, lack of textbooks, teachers, peer influence and school environment. For example, an investigation conducted on the attitude of secondary school students towards Christian Religious Knowledge has revealed that most students who offer the subject do so not because they are interested in it, but as an additional subject to complete the number of subjects required in the Senior School Certificate Examination. Some would say 'I offer it because I am a Christian' (Simonton, 2001).

In his study on students' attitude towards Christian Religious Education (CRE) and their academic performance in CRE in Lelan Division of West Pokot District, Kenya, Cheben (2002) found that students' performance in Christian Religious Education in the Kenya Certificate of

Secondary Education was affected by a series of conditions and attitudinal factors that existed in the school and home environments. The study was aimed at establishing the indicators of positive attitude, and to identify strategies that could be instituted to undo the negative factors that do not promote effective learning, teaching and assessment of the subject. The research further determined whether lack of updated teaching and learning resources has an influence on students' achievement and performance in Christian Religious Education.

Kasomo (2011) carried out a similar study on students' attitudes and the teaching of Christian Religious Education (CRE) in Secondary Schools in Kenya. Using both closed and open-ended questionnaire administered to participants in nine secondary schools. Kasomo's findings contradicted that of Cheben as it was concluded that the different background of the respondents did not influence their attitude toward CRE. This entails that attitude and interest may be countless in the academic achievement of students. However, sex has been identified in Kasomo's study as an important affective factor that plays specific roles and influences students' learning.

In either case, however, the findings of a study by Onah and Ugwu (2010) complements the claims of Kasomo, when the result revealed that school location and students' interest had no significant effect on performances in physics, and that performance of students at the secondary school level depends on sex (gender), teacher qualification and laboratory facilities. Onah and Ugwu investigated factors that predict students' performances in secondary schools physics in Ebonyi North Educational Zone of Ebonyi State. The factors studied in relation to their relative effects on performances in secondary school physics include teacher qualification, gender, laboratory facilities and resources, school location and interest of students.

2.9.2 Gender as a factor in learning and academic achievement

In a study to assess factors affecting academic achievement of Students in Senior School Certificate Examination (SSCE) in Christian Religious Knowledge, Lawal (2010) held that there is a significant difference in academic achievement scores of male and female students in Christian Religious Knowledge. To be specific, female students were said to have had better academic achievement scores in Christian Religious Knowledge than their male counterparts. Hence, it was concluded that sex also influences interest and performance in CRK. No doubt, Ntia (1995) and Ohiri-Aniche (2000) have noted that the influence of sex on performance in CRK is worthy of examination, as it seems to be a general trend that females tend to be more religious than males.

Similarly, Abdu-Raheem (2012) carried 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) were 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 consisted of 2,305 students, using Chi-Square for data analysis. The study revealed that male and female students performed equally in English language. Males performed better than females in Mathematics, Science and Social Science while females also did better than males in CRK, with a Chi-square value of 7.78, $p < 0.05$.

Also, Adepoju and Ogurinade (2006) in their study of students' factors as correlates of academic achievement in Junior Secondary School Religious Studies found out that gender was not a significant contributor to academic performance in CRK. Another student variable that has

been considered to influence students' academic performance is age. Cognitive development and maturity (which are associated with age) are necessary for a worthwhile performance of students. Indeed, age of the individual, according to Ukwueze (2007), as it increases, usually affects the various developmental changes. It also affects every area of human performance. Therefore, it has become necessary to examine the extent to which age affects the academic performance in CRK. Consequently, Oloepenia (2005), in her study of the influence of age on academic performance of students in Economics reported that high but negative correlation exists between age and performance in the subject. The implication of this is that students achieve better grades in Economics at younger age. One then may wonder if the same trend would be observed for CRK at Senior Secondary School level.

Furthermore, in a study on students' factors as correlates of academic achievement in Junior Secondary School Religious Studies in the 2005 Osun State Junior School Certificate Examination (JSCE) in CRK; Adepoju and Ogurinade (2006) revealed that age was not a significant contributor to academic performance in CRK. This further implies that older and younger students would have no significant difference in their achievement in JSCE CRK. Jabor, Machtmes, Kungu, Buntat and Safarin (2011) reiterated that the action of delaying school promotion to give certain advantage to some students or retaining students in certain class to ensure students achieve certain level of performance could be a futile effort to enhance students' performance. Hence, they concluded that when students are older than their classmates, their average academic performance decline and continue to decline as they grow older.

Still on age and achievement, Lehman (as cited in Simonton, 2001) has observed correlation between age and achievement in a series of studies conducted. Also, New Zealand Center for Educational Research and Development (NZCERD, 2009) reported that students do

better at the secondary level than at the primary level. This implies that learning is enhanced with maturity. Moreover, a study by White (as cited in Ntamu, Owulu and Monity, 2016) has shown that as students become older, the correlation between age and school performance diminishes. The foregoing have no doubt support the claims that age and sex have significant impacts on students' learning ability and academic achievement generally.

2.10 Environmental Factors and implementation of CRK curriculum

2.10.1 Influence of family background and school environment on educational achievement of children

When discussing the relationship of socio-economic background of children and academic achievement, it is indispensable to identify income as an important indicator of possessions, life style, and place of living. Just as applicable in most parts of the world, sociologically, the Nigerian society has been stratified into upper class, middle class and lower class respectively. The upper class consist of the extremely rich, the middle class consists of the average rich, while the lower class comprises of the poor and least privilege ones in the society (Haralambos and Heald 2006).

While relating socio-economic background of children to academic achievement, Okoroh (as cited in Gotan, 2005) states that the social class to which one belongs can influence his children's achievements at school. In the same vein, Hopkins and Stanley (as cited in Gotan, 2005) stress that socio-economic status is related to many educational characteristics of pupils such as achievement, motivation, dropping out of school and academic achievement.

This has further been backed by the claim of Dubey, Edem and Thankur that children of middle and upper classes tend to do better in their educational achievements. This claim was supported with the view that children from the middle and upper classes are not only motivated

by their parents, but they are also provided with relatively adequate environment stimulation which help them to progress educationally (Dubey, Edem and Thankur, as cited in Gotan, 2005). The relative educational advantages upper and middle class children have over the lower class children are succinctly expressed by these scholars when they said upper class children have better chances of being admitted into good quality post primary institutions; and that good performance can be expected from children in the upper classes who have had more advantaged homes, social environment and primary schooling.

Relating this to a religious background, Goldman (as cited in Gotan, 2005) concludes that if a child comes from a home where the Christian religion is practiced actively; for example, regular church attendance, encouragement of private prayers, and regular discussion of religious subjects, the motivation will be higher compared to a child who comes from a home where religion is treated with indifference. In consonance with this, Ndu (as cited in Gotan, 2005) asserts that home background brings about individual difference in behaviour and school achievement, and that in stable and happy homes, parents encourage their children, make books available for them, show interest in their school works and provide quiet corners where they can study.

Educated parents are also known to encourage their children to aspire to be as well educated as they are. For example, in a monitoring report of European Union (EU), it has been stated that the level of educational attainment of parents could influence the academic achievement of their children (EU, 2013). Certainly, parents are the first teachers for children and their awareness and educational background go a long way to influence the children's growth socially, morally and academically. While children from educated family background could be influenced positively, the illiteracy of parents could have negative effects on the

learner's academic and religious acts due to lack of support, motivation and reinforcement (Alokan, Osakinle and Onijingin, 2013). Likewise, Muola (2010) posits that the family background constitutes a distinct variable in student's life because it influences the student physically, intellectually and emotionally. In the same vein, Fantuzzo and Childs (2000) believes that the impact of environment in which the students reside and live cannot be underestimated. This is considered to be consequential for child developmental outcomes such as cognitive ability, school readiness and academic achievement, as well as ethical and emotional adjustment.

These buttresses the view of Okoroh when he posits that stimulation from the home background will no doubt serve a great deal of motivation to the children. He said thus:

Stimulation from parents includes adequate provision of audio-visual materials in the house, such as radio, television, newspapers and books. The reading habits of parents also stimulate children. Stimulation is also done by taking children to places of academic interest such as the zoological garden, institutions of higher learning, when children have broad experiences they learn very easily in school. But children who lack adequate stimulation may be backward in class.... The backward child may not be able to engage in elaborate abstract thinking, since he has very few experiences to reflect on (Okoroh, as cited in Gotan, 2005, p. 82).

In addition, he noted that backwardness is a temporary feature, which can be changed through environmental enrichment. This, however, challenges teachers to stimulate the backward children by making use of concrete learning materials. As children from stimulating homes and non-stimulating homes bring to school different experiences, teachers can harness these experiences to enrich the learning environment, thereby motivating even those children from the poor home background to learn much easily. No wonder, Umoh (2006) posits that nature only provides the raw materials in form of potentials, but it is the school's environment that determines the extent of development. The school set-up, administration, and execution of educational activities have a greater variable in students' entire life.

Speaking also on the influence of socio-economic background of parents on children's school achievements, with specific reference to location of settlement - urban and rural - Ndu observed that emphasis on education and the amount of support given to schools vary from one locality to another. In addition, he pointed out that the important effect of geographical location is the differences between the educational conditions in urban and rural areas respectively. To explain the differences between urban and rural parents in the provision they make for their children and the difference between facilities available in schools in the two areas, his words are worthy of quoting here:

Parents in the rural areas are on the average poorer than those in the urban areas and therefore they are less able to provide their children with school requirements including school fees, textbooks, school dress, and other requirements. ... parents in rural areas are less educated than those in the urban areas and so are less able to help their children with their school problems. The children in the rural areas are not as acquainted with cars, trains, mechanized toys, electrical gadgets, books, newspaper, which enrich education as children in towns (Ndu, as cited in Gotan, 2005, p. 83)

Indeed, the foregoing has highlighted the significant effect of family background and school environment on the school achievement of children. The review has revealed that different environmental variables must be put into consideration when planning curriculum for secondary schools' subjects in general and CRK in particular.

2.10.2 Problem of inadequate funding of education

The importance of funding in educational development is another factor to reckon with when dealing with issues relating to curriculum implementation, as no organization can carry out its function effectively without adequate financial resources at its disposal. According to Obe (2009), without adequate funding, standards of education at any level shall be tantamount to a mirage, which is, building castles in the air. Money is important in a school because it is used to

construct buildings, purchase needed equipment, pay staff' salaries and allowances, maintain the plants and keep the services going.

In Nigeria, with the exception of private owned secondary schools, secondary education derives its major fund from the annual allocation to the education sector. However, regrettably, allocation to the education sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for the development of the economy. Records have revealed that between 2000 and 2010, allocation to the education sector by Federal Government in Nigeria was not more than 14% of the annual budget (CBN, 2010). Also, Lawan (2018) laments that, against the 26% recommended by UNESCO, the Federal Government of Nigeria has failed to commit up to 10% of its budgetary allocation to the education sector. It is quite unfortunate, just as United Nations Development Programme (UNDP) has lamented, that this falls far below the allocation of countries such as Kenya, Malawi, Botswana, Angola, Sierra Leone and South Africa, all in Sub-Saharan Africa (UNDP, 2011).

By implication, when the tertiary education receives the largest share of education vote, which has always been the case, the remaining meager fund is shared between the primary and secondary education accordingly (Hinchliffe, 2002). To worsen the situation, the reports of FME (2007); CBN (2010); and Jaiyeoba and Atanda (2003) have concurrently indicated that the limited allocation to secondary education is being threatened by increase in enrolment. In theory, it has been behooved on the States to make provision for secondary education in form of running grant to schools on term or session basis. Unfortunately, complaints of inadequate funding for the development of secondary education in Nigeria abound (Omoriegbe, 2005, Jaiyeoba and Atanda, 2003, FME, 2003, and Moja, 2000).

Further evidence can be seen in the maiden report of World Bank (WB) on Human Development Index (HDI), where Nigeria was ranked 152nd out of the 157 countries captured in the report. The president of the WB Group, Dr. Jim Yong Kim, disclosed this at its annual meeting in Bali, Indonesia, which was focused on two key development issues, climate change and human capital development. Like many other African nations, Nigeria, according to the WB boss, is in the red zone because her health and education budget is too low (Ujah, 2018). This was, indeed, a wake-up call to Nigeria as well as other African nations on the need to invest massively on education. Poor funding leads to insufficient and decay infrastructural facilities in secondary schools, which is one of the environmental factors that can stall effective implementation of a given curriculum (Ahmed, 2003).

2.11 Empirical Studies

Nevenkosky E. A. Cale C and Aguilar S. (2019). Investigated “Barriers to effective curriculum implementation”. The study was carried out in the United State of America. The participants included teachers and administrators directly affected by the defined problem of the study. A total of 14 teachers teach phonics at the site, and four administrators oversee school faculty and operations (see Table 2; Appendix A). The sample size for this study was 10 (n=10). The deliberate selection of the sample size arose from the small school size and the desire to protect participant privacy and identity. The inclusion criteria for the participants and timeframes include the following standards necessary for participation in the study: (a) participants must be 21 years or older, (b) participants must teach phonics (the subject area being studied), (c) participants must teach in grades K–3, and (d) participants must be available for two 30-minute classroom observations (60 minutes total), and one 60-minute interview. Data were collected from interviews and field notes from observations were analyzed using a coding system to

highlight and identify similar/ dissimilar themes among the participants. Result of the data analysis revealed that Curriculum implementation entails putting into practice the officially prescribed courses of study, involves helping the learner acquire knowledge or experience and that it cannot take place without the learner who constituted the central focus. Among factors militating against implementation of curriculum identified were the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment. The above study is similar to the present study. Both seek to identify and assess factors militating against curriculum implementation. The scope and place of study differs and the present study used quantitative data and is concentrated in Nigeria.

Chaudhary 2015), carried out a study on "Factors affecting curriculum implementation for students" University of Delhi, Delhi, India. The major objectives were: to define curriculum implementation, List factors that influence curriculum implementation, Identify determinants of curriculum implementation and Explain how to implement a curriculum. The study used content analysis. The of the analysis revealed that some of the factors that influence the implementation of a curriculum included the teacher, learners, interest groups, school environment along with Resource Materials and Facilities. The present study is similar to the above study. The previous study was concerned with Factors affecting curriculum implementation for students" University of Delhi, Delhi, India while the present study is assessing the implementation of curriculum in Junior Secondary Schools in Kaduna State. The previous study was generalized while the present study is restricted to CRK curriculum implementation and is located in Kaduna State Junior Secondary Schools.

In the topic titled: "Teacher-related factors influencing Christian Religious Education curriculum implementation in public secondary schools in Westlands Sub-County, Nairobi,

Kenya”, Amugah (2017) attempted to establish the extent to which teachers’ competence, methodology, attitude and use of teaching-learning resources could influence the implementation of Christian Religious Education (CRE) curriculum. The study was guided by the Rand Change Agent theory of curriculum implementation which emphasized that successful implementation of curriculum is characterized by teachers’ participation in decision making and adaptation of change to the local setting. Descriptive survey research design was adopted in the study. The population of the study was made up of head teachers, Heads of Departments (HODs), CRE teachers and students in 10 public secondary schools in Westlands County, Kenya.

Consequently, 10 head teachers, 10 HoDs, 27 CRE teachers and 370 students were selected to form the sample size for the study using both purposive and simple random sampling method respectively. These made up the total sample size of 417 accordingly. Data were collected using both questionnaire and interview schedule. The data were analyzed using simple percentage, frequency, bar graph and pie chart accordingly. In a simple percentage, however, the findings of the study revealed that 40% of the CRE teachers were found lacking in the required skills for competence in curriculum implementation, while 50% were found lacking in ability to diversify approaches to teaching as lecture method only appeared to be the rule in their teaching pedagogy, and resource materials were limited to textbooks. Amugah’s work, though based on Kenya situation, is very similar to the present study and it is worthy of replicating here and elsewhere. However, it differs from this study in that it perceives CRE curriculum implementation as a matrix function of teacher related factors only, while the present study goes beyond teachers’ factors to environmental factors and general attitude toward CRK as well.

From a study on “Effect of power presentation on secondary school students’ achievement in Christian Religious Studies in Nsukka Local Government Area of Enugu State”,

Asogwa and Echemazu (2011) reported the extent to which the use of electronically based instruction materials can improve students' achievement in Christian Religious Studies. Experimental research design was used in this study. The study sampled 60 students from two intact classes randomly selected from public senior secondary schools in Nsukka. Christian Religious Knowledge Achievement Test (CRKAT) was used as an instrument for data collection. The data was analyzed using mean and the analysis of Covariance (ANCOVA). The results showed that students taught with power point presentations perform better than those taught conventionally. The effect of gender on the student's achievement when taught with power presentations is statistically significant. Based on these findings, it was concluded that gender is a factor that determines students' academic achievement in schools.

This work is an essential guide to the present study in that it experiments newer method of teaching against the traditional teaching methods such as lecture, discussion, story-telling and question method respectively. However, it differs significantly from the present study as its conclusion reveals that the study focused on gender as a variable in students' academic achievement. Meanwhile, the present work does not consider gender as a factor, but focuses on real challenging issues confronting the implementation of CRK curriculum in secondary schools, which include environmental factor, inadequate funding, teachers' competence, as well as societal and students' attitude toward CRK as a subject.

From investigation on "Impact of instructional graphics on secondary school student's interest and performance in Christian religious studies in Onitsha, Nigeria", Aghadiuno (2017) observed that inadequate use of instructional materials and poor teaching method are factors impeding interest and performance of students in Christian religious studies. Quasi-experimental research design was adopted in this work. The population of the study comprised of all junior

secondary schools in Onitsha metropolis. Stratified sampling method was used to select one school each from Onitsha South and Onitsha North constituencies respectively. The school selected from Onitsha North was labeled 'School A' and served as the experimental group intact class, while 'School B' selected from Onitsha South served as the control group accordingly. A sample size of 50 students was randomly drawn from School A for experimental group while 40 students were also randomly picked from School B for the control group. This brought the total sample sized to 90. The experimental group was taught using instructional graphics package, while the control group was taught with the conventional method using chalkboard and textbook only.

At the end of 6 weeks experimental teaching, both groups were administered test questionnaire titled: Students' Christian Religious Knowledge Achievement Test (SCRKAT). The result of the test was analyzed using mean, standard deviation, and t'test. The result revealed that students taught with instructional graphics package performed significantly higher (83.45) than those taught with the conventional method of chalkboard and textbooks (51.42). This implies that the use of instructional graphics package can significantly improve the academic performance of students in Christian Religious Studies. Hence, the researcher recommends that the use of instructional graphics package should be encouraged in place of the conventional method of teaching.

Llike Asogwa and Echemazu, Aghadiuno experimented modified method of teaching using new generation instructional devices. This made her work to be quite admirable and could serve as a pointer to the present study. However, like Amugha, her work tends to focus on teachers alone as a factor in the implementation of CRK curriculum. Also, Llike Asogwa and Echemazu, she focused on methodology of teaching adopted by teachers in classroom lesson

delivery at the expense of other striking factors such as environmental effects, attitudes, as well as motivation on the part of the society and government toward CRK as a subject and CRK teachers as well. This therefore makes her work to vary from the present study which seeks to establish the effects of the above mentioned factors and other related issues on the implementation of CRK curriculum.

In his study titled: “Factors affecting academic achievement of students in Senior School Certificate Examination (SSCE) in Christian Religious Knowledge”, Lawal (2010) assessed the possible variables affecting the learning ability of secondary school students and their performances in CRK. 300 SS III students were randomly drawn from five secondary schools in Abeokuta North Local Government Area of Ogun State. Using questionnaire for data collection and Chi square for analysis of data, the results revealed that the calculated Chi-square value was 84.42, while the table value was 3.84 at 0.05 levels of significant.

Based on this result, it was therefore held that:

1. Students who have positive attitude, interest and good perception of Christian Religious Knowledge perform better than those with negative attitude toward the subject.
2. Students from high socio-economic status perform better than those from low socio-economic background in Christian Religious Knowledge.
3. Students from private primary schools perform better than students from public schools in Christian Religious Knowledge.
4. Girls perform better than boys in Christian Religious Knowledge.
5. Arts oriented students show more superiority in Christian Religious Knowledge compared to science students.

Consequently, recommendations that can enhance students' achievement in the subject were made with a view to ameliorate the dwindling interest and attitude of students toward CRK as a subject.

Lawal has carried out an extensive investigation quite similar to the present study as he goes all out to touch on multiple features which may be capable of influencing the implementation of CRK curriculum in secondary schools either positively or negatively. Lawal's work, no doubt, could serve as a formidable guide to the present study which delves into unraveling the circumstances affecting effective implementation of CRK curriculum in secondary schools in Kaduna State. However, his work differs slightly from the present study in that, like Asogwa and Echemazu (2015), Lawal also emphasized gender as a factor in the implementation of CRK curriculum.

In the study titled: "Challenges to effective implementation of Christian Religious Studies among secondary school pupils in Ebonyi state", Njoku and Njoku (2015) have found that several factors pose challenges to effective implementation of the subject in secondary school accordingly. The study adopted descriptive survey design. The population comprised of all CRS teachers in public secondary schools in the area of study. 200 CRS teachers were selected out of the total 232 to form the sample size using purposive sampling method. Fixed response questionnaire was used to collect data from the respondents. The data was analyzed using mean score of the respondents.

The results revealed that effective implementation of CRS curriculum among secondary school pupils in Ebonyi State has been hindered by many factors, which include insufficient time allocated to the teaching of CRS, vast nature of the curriculum and syllabus, teachers beliefs, abstract contents of CRS, lack of concrete instructional materials, and poor understanding of the

pedagogical and theological aims of the subject by teachers. Based on the findings, recommendations were made for effective implementations of CRS curriculum with a view to achieve the desired goals of the subject in the lives of learners. Njoku and Njoku's work is quite expedient to the present study as it attempts to establish constructive challenges of CRS curriculum implementation. Although their work was based in Ebonyi State which is a predominantly Christian State where attention to CRS would be reasonably high, it is worthy of replicating in Kaduna State where religious divide is highly visible.

2.12 Summary

The literature reviewed the place of secondary education in the educational system of Nigeria. The origin of secondary education was traced to the inception of Western education which was introduced by Christian missionaries in the mid-19th century. Precisely, secondary education began with the establishment of secondary school by Church Missionary Society (CMS) in 1959. This was necessitated by the fact that the primary education provided earlier was becoming insufficient for acquiring literacy, numeracy and communication skills required of children. Further objective of secondary education was to prepare the individual for useful living within the society and to pave way for higher education.

The literature established that emerging trends in the educational system and sporadic increase in enrollment brought about the splitting of secondary school into Junior Secondary School (JSS) and Senior Secondary School (SSS) and both function as separate and independent schools respectively. In addition to the splitting of secondary school into JSS and SSS, the literature has revealed that the idea of having a curriculum for education in Nigeria dated back to 1969 when a national curriculum conference was inaugurated to address public criticism of education inherited from colonial government. Since then, the curriculum has been undergoing

review and improvement. Whatsoever review that has taken place, however, CRK features permanently in the secondary school curriculum.

Teachers' factors in curriculum implementation were also reviewed. The review revealed that teachers are the fulcrum on which the lever of educational system rests. However, as vital as these individuals are to curriculum implementation, the review indicates gross neglect of their status and welfare by government, school administrators and the general public. This lack of motivation has caused many skilled and professional teachers to abandon the teaching profession for more high profile and lucrative jobs in the society. This created gaps which were filled with non-professional teachers who are lacking in experience for teaching and commitment to teaching. This implies that many people get involved in the teaching field not with the passion for it, but just to make ends meet. It is an avoidable assault on the educational system if the government, employers of labour and the general public should do the needful.

The review has as well unfold that as a result of lack of training and retraining, most teachers of CRK find it difficult to diversify their approaches to teaching, and that they are lacking in experience to use modern and modified instructional materials such as Information and Communication Technology (ICT), graphic packages, Computer Assisted Instruction (CAI) and other electronic media. Hence, most of the teachers are still tied to the traditional system of oral delivery, chalkboard and textbooks only. This, according to findings of some studies, has made many students to lack interest in learning, and has as well reduced enrollment in some subject areas, including CRK.

Other challenges facing the implementation of CRK curriculum in secondary school as revealed by the review of literature include students' interest and attitude toward the subject, influence of family background and school environment on educational achievement of children,

and inadequate funding of education. The review has shown that due to lack of interest occasioned by teachers' related factors and poor performance, especially in external examinations such as SSCE set by WAEC and NECO respectively, many students are running away from offering CRK as a subject. Consequently, some students, especially at the senior secondary level, offer CRK not out of interest for it but to complete the required number of subject in the SSCE, or simply because they are Christians by religion.

Finally, the literature revealed that home background brings about individual differences in behaviour and school achievement. It was established that in stable and happy homes, parents encourage their children, make learning materials available for them, show interest in their school works, and provide quiet corners where the children can study. It was also established that the educational background and awareness of parents go a long way to influence the children's growth socially, morally and academically. It has as well been established that school environment determines the extent of development of the child as the school set up, administration, and execution of educational activities affect the entire life of children. It has also been revealed that government paid more attention to public schools in urban centres than rural areas, and this has crippled academic activities in rural areas where children have been compelled to learn under un-conducive condition due to dilapidated structures and non-provision of learning materials occasioned by inadequate funding of education. Indeed, stimulation from the home background and school environment will no doubt serve a great deal of motivation to the children.

The forgoing review has indeed revealed that a number of works have been done on issues and challenges relating to curriculum implementation in secondary school generally and the implementation of CRK curriculum in particular. However, more is still needed especially

now that CRK as a subject seems to be treated with disdain. This is very necessary as many students appear to be running away from the subject. Hence, this study sets out to assess the extent to which the curriculum of CRK has been implemented in junior secondary schools in Kaduna State and its effect on students. It also assesses factors affecting the implementation of CRK curriculum in secondary schools respectively. Thus, the findings and recommendations from this study will go a long way to address challenges facing the implementation of CRK in our secondary schools, and as a result, curtail the lack of interest in the subject which seems to prevail in the minds of several students.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology adopted for the study. Consequently, the chapter featured research design used for the study, population of the study, sample and sampling technique, sample size, instrumentation, validation and reliability of the instrument, procedure for data collection and analysis of data.

3.2 Research Design

Research design can be defined as the guiding principles aimed at achieving the objectives of a given research problem. Research design, according to Chaturvedi and Shweta (2015) is the plan, structure and strategy of investigation conceived to obtain answers to research questions and to control variance. It is the guiding models to be followed by the researcher. Survey research design is adopted for this study. The survey research design has been adopted because according, it allows for a representative sample for the entire population. This helps the researcher to obtain information from a sample of respondents for the purpose of testing hypotheses concerning the stated problem.

3.3 Population of the Study

Population refers to the aggregate of items or persons that possess the data necessary for a particular study. Ekeh (2003) considers population as the entire members of the universe being studied. On his part, Olaofe (2010) views population of a study as the entire area or total number the research is expected to cover. In the light of the above, the populations of this study consist of all Junior Secondary School Teachers in Kaduna State. Kaduna State has a total of four hundred and eleven (411) public Junior Secondary Schools (JSS) with a total of three thousand

one hundred and five (3105) teachers. The JSS spread across the three educational zones comprising of the northern zone, southern zone and the central zone accordingly.

3.4 Sample and Sampling Procedure

Sample

Nkwocha (2004) defines sample size as the exact number of people or objects that make up the population used for a study and the percentage of the population the number represents. She recommends ten percent (10%) of the population to be used. In accordance with this, the researcher adopted 10% of the total number of JSS teachers in the three educational zones for the study. The computation goes as follows:

$$\frac{3105}{100} \times \frac{10}{1} = \frac{31050}{100} = 310.5 \text{ (approximately, 311).}$$

The calculation shows that 10% of 3105 is 310.5, which can be approximated to 311. However, to make up for equal representation, the researcher deliberately added 3 to it, thus summing up to 315. Consequently, the sample size for this study was three hundred and fifteen (315) JSS teachers with one hundred and five each drawn from the three educational zones. Please see appendix D for details.

A sample refers to a portion of the population selected for study and sampling refers to the method of selecting sample from a large population. Amin (2005) defines sampling as the process of selecting elements from the population in such a way that the sampled elements can represent a given population of the study. This implies that a portion of a given population can be studied instead of the whole population. In line with this, therefore, the researcher selected fifteen (15) Junior Secondary schools (JSS) out of the four hundred and eleven (411) JSS in Kaduna State for the study. The selection of the schools was done in a way that five (5) schools

each were drawn from the three educational zones respectively. To avoid bias, and to give room for equal representation, the random sampling method was used in the selection of sample.

Olayiwola (2007) defines random sampling as a process in which sample of a study is selected in a way that chance of equal representation is ensured. The random sampling method was used in selecting sample for this study because it fulfills the requirements for inferential statistics. In random sampling, samples are drawn through raffle draw or table of random numbers. In this work, the raffle draw (also called ballot method) was utilized. To do that, the names of the schools in each educational zone were typed-written on pieces of paper, each folded, mixed thoroughly and poured on the ground, and then five (5) independent persons were called to pick one each. The ones picked were used for the study. Please see appendix D for details of the schools selected. Because the selection of these schools was made through random sampling method, the selected schools are believed to be representation of the entire JSS in the three educational zones of Kaduna State. Hence, the findings from the study can be generalized.

3.5 Instrumentation

A research instrument is a tool used in collecting data for a research study. The instrument used for this study is a structured items questionnaire. The questionnaire is divided into two parts. Part I consists of personal data of the respondents which include name of school, school location, gender, academic qualification, field of specialization, subject taught in school and years of teaching experience. Part II consists of structured items soliciting for the opinion of respondents with regard to the level of implementation of CRK curriculum for JSS and its effects on the academic and moral growth of students, teachers' factors in curriculum implementation, as well as effects of environment on academic achievement of students. The questionnaire was structured based on modified Likert scale rating:

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

3.5.1 Validity of the instrument

Validity of a research instrument entails the ability of the constructed instrument to actually measure that which it has been meant for. The instrument for this work was self-developed by the researcher. To ensure that the contents of the questionnaire measure the subjects of investigation, the constructed questionnaire was face validated by experts in measurement and evaluation as well as the researcher's supervisors and experts in the field of religion and teaching profession. The expert inputs of these professionals validated the instrument for use in this research.

3.5.2 Pilot study

A test retest approach was used in the pilot testing of the instrument. The questionnaire was administered on forty (40) teachers who were excluded from the three hundred and fifteen (315) respondents used for the study. In this regard, teachers from Government Secondary School, Chindit Barracks, and Commercial College, both in Zaria were used for the pilot test. Cronbach's alpha correlation was used to establish the reliability of the instrument, and coefficient of 0.779 (approximately: 0.78) was achieved. This is very close to 1 and can thus be accepted as 1 in line with Oku (2005), who argued that the closer the reliability coefficient lies to 1, it can be considered as 1. This implies that there is a significant correlation between the results of the test retest. Hence the instrument is valid for use in this work.

3.5.3 Reliability of the instrument

Reliability of a measuring instrument has been defined by Stangor (2004) as the extent to which the instrument is free from random error, thus measuring consistently overtime the

variables of interest. The reliability of the instrument in this research is determined using Cronbach's alpha and was obtained at 0.779 (approximately: 0.78) level of reliability. The reliability co-efficient is considered adequate for the internal consistency of the instrument. This is supported by Chaturvedi and Shweta (2015) who state that a survey instrument is acceptable when the reliability co-efficient is closer to 1. Hence, with the reliability co-efficient of 0.78, this can be approximated to 1. The instrument is considered to be reliable for use in this study (see appendix E for details).

3.6 Procedure for data collection

The researcher contacted principals of the schools selected for the study and discussed with them her intention to use their schools for a research study. On their kind permission, the research questionnaire was administered on teachers and Heads of Departments in the schools. The questionnaire was administered by the researcher with the help of research assistants. However, to enhance speed in the data gathering, the research instrument was dispatched to schools in remote areas through speed delivery services to the Principals who coordinated the administration of the questionnaire. The completed questionnaire was collected by the researcher and the research assistants while those of the schools in the remote areas were sent back to the researcher through dispatch services.

3.7 Method of Statistical Analysis

The data collected from the instrument were analyzed with the Statistical Package for the Social Science (SPSS), IBM version 20. Statistical procedures adopted in the analysis of the data include frequencies and simple percentages for the demographic variables. Frequencies, percentages and means were used in solving the research questions. The null hypotheses were tested with Chi-square. The hypotheses were tested at 0.05 probability level of significance.

CHAPTER 4

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

Data collected towards assessment of implementation of Christian religious knowledge curriculum in Junior Secondary Schools of Kaduna State were statistically analyzed in this chapter. A total of 312 teachers collected across Junior Secondary Schools in the three Senatorial zones of the state were involved in the study. The data were analyzed with the Statistical Package for the Social Sciences (SPSS) IBM version 23 with interpretations of the results along the specific objectives and research question of the study. The chapter consisted of an analysis of the demographic characteristics of the teachers in frequencies and percentages and their opinion on the investigated variables. In the analysis of the objective and research questions frequencies and percentage along with mean scores were used. Decision on the items and variables were based on midpoint mean of 2.5 on a four point interval scale. The research hypotheses were tested along with a discussion of the findings at the end of the chapter.

4.2 Demographic characteristics of the respondents

The demographic variables of the respondents include location, gender, educational qualification and years of teaching experience. The variables are presented in tables of frequencies and percentages below.

Table 1: Classification of the respondents by location of their schools

School Location	Frequency	Percent
Rural	90	28.8
Semi-urban	87	27.9
Urban	135	43.3
Total	312	100.0

The above table shows that 90 of the respondents representing 28.8% are teachers from schools in rural areas of the State. Those who are from semi-urban areas are 87 (27.9%), while those from schools in urban settings were 135 (43.3%). This distribution shows that both rural and urban locations involved in the study have been fairly represented.

Table 2: Distribution of the respondents by gender

Gender	Frequency	Percent
Male	143	45.8
Female	169	54.2
Total	312	100.0

From the classification of the respondents in the table above, 143 (45.8%) were male while 169 or 54.2% were female. This classification reveals that the opinions of male and female respondents could be said to have been fairly represented in the study. This helps to take off gender bias from any conclusion made from the study as all decisions have been based on weighted mean scores which is devoid of numbers.

Table 3: Educational qualifications of the respondents

Teaching Qualification	Frequency	Percent
Diploma	42	13.5
NCE	119	38.1
BSC/BA/B.ED	100	32.1
MA/M.ED/MSc/PGDE	32	10.3
Others	19	6.1
Total	312	100

This table shows that 42 of the respondents representing 13.5% have Diploma while 119 (38.0%) possess the National Certificate in Education (NCE) as their highest educational qualifications. Those with BA, B.ED or B.SC degree were 100 (32.2%), 32 (10.1%) possess the

higher degree of MA, ME.D, M.SC, PGDE while 19 (6.2%) representing others. By this distribution, it is assumed that the educational qualifications of the respondents have been proportionally represented in the study.

Table 4: Respondents’ years of teaching experience

Years	Frequency	Percent
05 – 15	280	89.7
> - 15	32	10.1
Total	312	100.0

From the classifications in the table above, 280 (89.9%) of the teachers have less than 15years of teaching experience while only 32(10.1%) of the teachers have been teaching for more than 15years. Considering that the Junior Secondary school curriculum span across three academic years from JSS I to JSS III, it could be said that the teachers have adequate years of experience to give valid information on the extent of the CRK curriculum implementation in the selected Junior Secondary Schools in the areas under study.

4.3 Answers to research questions

The major objective of this study is to assess the extent to which the curriculum of CRK has been implemented in Junior Secondary Schools in Kaduna State. This main objective was broken down into specific objectives with research questions. The opinions of the respondents have been tabulated in frequencies, percentages (%) and mean scores (\bar{X}). The midpoint used for decision is 2.5. This implies that the mean scores of 2.5 and above indicates agreement while 2.4 and below implies disagreement. In the presentation, the percentages in the table are calculated in terms of the total frequency of each statement; so also is the mean. Consequently, the frequencies and percentages of strongly agree and agree have been merged and discussed as

agree. Also, disagree and strongly disagree has been merged and discussed as disagree accordingly.

Research Question One: What are the influences of teacher related factors on the implementation of CRK curriculum in Junior Secondary School of Kaduna state? To determine the extent to which teacher factors affected the implementation of CRK curriculum towards moral development of Junior Secondary school students in the state, their opinions are tabulated in Table 5.

Table 5: Opinion of teachers on influences of teacher related factors on the implementation of CRK curriculum in the Junior Secondary Schools

Sn	Teacher related factors on the implementation of CRK curriculum	Strongly agreed Freq.	Agreed Freq.	Disagreed Freq.	Strongly disagreed Freq.	Mean
1	The lack of motivation of students by their teachers in the teaching and learning of CRK curriculum in JSS.	186	56	30	40	3.2
2	Inability of teachers to detect what students have been able to know and can do	180	91	28	13	3.4
3	Inability of teachers to meet the identified needs of students in the teaching of CRK	141	124	26	21	3.2
4	CRK teachers' personality and attitude affect the attitude of students as well as their learning ability and performances in the subject.	149	104	43	16	3.2
5	Teachers' qualifications strongly influence classroom delivery as well as students' learning and performance in CRK.	132	111	42	27	3.1
6	Employment of lowquality teachers to teach CRK leads to faulty implementation of its curriculum.	44	89	105	74	2.7
7	Lack of effective assessment by teachers on evidence to tell how well the students have learned in the teaching and learning	45	117	66	84	3.1
8	Lack of effective feedback from the teaching and learning of the subjects in the schools.	87	119	78	28	2.8
9	Poor teaching strategies adopted by some CRK teachers contribute to poor performance of students in the subject.	59	135	74	44	2.7
10	Poor performance and disposition of some CRK teachers contribute to loss of interest by students and reduced enrollment in the subject.	76	135	59	42	2.8
Aggregate mean						3.00

(Decision mean = 2.50)

The objective here is to find out effects of teacher factors on the implementation of CRK curriculum in junior secondary schools in Kaduna State and its effect on academic and moral growth of students. In table 5 above, 186 (59.6%) strongly agreed, 56 (17.8%) agreed with the expressed statement that lack of motivation of students by their teachers in the teaching and learning of CRK curriculum in is a teacher related factor affecting the implementation. But 30 (9.6%) disagreed and 40 (13.0%) strongly disagreed with the opinion. The mean score of this assessment, which is 3.2, further supports the opinion that teacher factor in terms of inability to motivate students could account for ineffectiveness of the CRK curriculum implementation in Junior Secondary Schools of the state.

In response to the second item of the table, the teachers were of the opinion that inability of teachers to detect what students have been able to know and can do is responsible for the ineffective implementation of the curriculum. In this regard, 180 (57.7%) strongly agreed, 91 (29.3%) agreed with the opinion. The mean score was 3.4. But 26 (8.2%) disagreed and 21 (6.7%) strongly disagreed with this view. The teachers' response to the third in the table revealed that, 141 (45.2%) of the respondents strongly agreed and 124 (39.9%) agreed with the suggestion that inability of teachers to meet the identified needs of students in the teaching of CRK is part of the factor responsible to the ineffective implementation of CRK in the state Junior Secondary schools but 26 (8.2%) disagreed and 21 (6.7%) strongly disagreed this opinion. With a mean score of 3.2, which is higher than 2.5 used as midpoint for decision it could be concluded that most teachers agreed with the suggestion.

The effects of teacher' factor is further reflected in response to the next item of the table where 149 (47.6%) strongly agreed and 104 (33.2%) agreed respectively to the suggestion that CRK teachers' personality and attitude affect the attitude of students as well as their learning

ability and performances in the subject. But 43 (13.9%) and 16 (5.3%) of the teachers disagreed and strongly disagreed with the suggestion. In furtherance of the perceived effects of teacher factor in the implementation of the curriculum, 132 (42.3%) and 111 (35.6%) strongly agreed and agreed with the suggestion that Teachers' qualifications strongly influence classroom delivery as well as students' learning and performance in CRK. But 42 (13.5%) and 27 (8.6%) of the teachers disagreed and strongly disagreed with the expressed opinion. And in response to item 6 of the table where it was suggested that employment of low quality teachers to teach CRK leads to faulty implementation of its curriculum,, 44 (14.4%) of the respondents strongly agreed and 89 (28.3%) agreed with the expressed statement but 105 (33.7%) disagreed and 74 (23.6%) strongly disagreed.

Another aspect of teacher factor that affects the implementation of the curriculum was lack of effective assessment by teachers on evidence to tell how well the students have learned in the teaching and learning of the subject. In response to item 7 of the table, 117 (37.5%) and 45 (14.4%) of the teachers strongly agreed and agreed with the suggestion. But 66 (21.2%) and 84 (26.9%) of the teachers disagreed and strongly disagreed with the suggestion. The mean score was 3.1. Coupled with the above is the problem of associated feedback for assessing the progress made by the students in the process of implementing the curriculum. This is reflected in response to the suggestion in item 8 of the table where 87 (27.9%) and 119 (38%) of the teachers strongly agreed and agreed respectively that lack of effective feedback from the teaching and learning of the subjects in the schools was associated with the ineffectiveness of the CRK curriculum implementation. There was a divergent opinion from 78 (25%) and 28 (9.1%) of the teachers who disagreed and strongly with the opinion. The mean score was 2.8 which implied that most teachers supported the view.

The effect of teacher factor on the implementation of the curriculum is further demonstrated in response to item 9 where 59 (18.8%) and 135 (43.3%) of the teachers strongly agreed and agreed with the suggestion that poor teaching strategies adopted by some CRK teachers contribute to poor performance of students in the subject. But 74 (23.6%) and 44 (14.3%) of the respondents disagreed and strongly disagreed with the suggestion. Considering the higher percentage of agreement and the mean score of 2.7 which was higher than 2.5 used as the midpoint for decision making, this factor could be said to have some impact on the curriculum implementation. In response to the last item of the table, 76 (24.5%) and 135 (43.3%) strongly agreed and agreed with the suggestion that poor performance and disposition of some CRK teachers contribute to loss of interest by students and reduced enrollment in the subject which reflected the ineffective implementation of the curriculum in the Junior Secondary Schools of the state. These observations and the aggregate mean score of 3.0 for the table implied that teacher factor had some major adverse impact on the implementation of CRK curriculum in the selected Junior Secondary schools of the state.

Research Question Two: What are the influences of instructional materials on the implementation of CRK curriculum in junior secondary schools in Kaduna State? To determine the effects of instructional materials on the implementation of CRK curriculum in the Junior Secondary Schools towards academic development of students in the state, Table 6 showed the opinions of the teachers in frequencies and percentages along with the corresponding means.

Table 6: Opinion of teachers on effects of instructional materials on curriculum implementation

Sn	Effects of instructional materials on curriculum implementation	Strongly agreed Freq.	Agreed Freq.	Disagreed Freq.	Strongly disagreed Freq.	Mean
1	There are adequate instructional materials for the teaching of CRK in JSS towards moral growth of students in the society.	15	18	195	84	2.4
2	The contents of the CRK curriculum is adequate for teaching JSS students to apply the teachings and examples of Christ in their lives.	102	154	30	26	3.1
3	The contents of CRK curriculum and syllabus for JSS have been adequately covered within stipulated time.	111	149	37	15	3.1
4	Provision for instructional materials for the teaching and learning of CRK in this school is up to date	87	66	135	24	2.3
5	Instructional materials were always used when necessary in the teaching of CRK in this school.	74	138	59	41	2.8
6	The Classrooms and furniture in for teaching CRK in this school are the same with those used for teaching other subjects.	76	149	42	45	2.8
7	There is room for improvement in the provision of instructional materials for the teaching and learning of CRK in this school	40	37	135	100	3.0
8	Academic performance of students is proportional to the available instructional materials in this school	82	147	61	22	2.9
9	Due to effective implementation of the CRK curriculum, students have been able to link different elements of the curriculum with real life situations.	61	150	40	61	2.8
10	Students have improved considerably in their knowledge and skills due to guidelines provided by effective implementation of CRK curriculum for secondary schools.	87	119	48	58	2.8
Aggregate mean						3.0

(Decision mean = 2.50)

The objective here is to find out the effects of effects of instructional materials on the implementation of CRK curriculum in junior secondary schools. From the expressed opinions in Table 6, the respondents could be said to be of the view that the impact could be high. Among

such impact was the adequacy of instructional material for the teaching and learning of the subject. In response to the suggestion in the first item of the table, only 15 (4.8%) and 18 (3.8%) of the teachers strongly agreed and agreed with the suggestion that there were adequate instructional materials for the teaching of CRK in the schools. Most (195 or 62.5%) and 84 (26.9%) of the teachers disagreed and strongly disagreed with the suggestion. The mean score was 2.4 which was lower than the fixed decision mean of 2.5. The teachers agreed in item 7 of the table that there was room for improvement in the provision of instructional materials for the teaching and learning of CRK in this school. This was indicated with a mean score of 2.8 for the item. The teachers were of the view that the contents of the CRK curriculum is adequate for teaching JSS students to apply the teachings and examples of Christ in their lives. This was indicated with a mean score of 3.1 for item 2 of the table where the suggestion was made.

In item 3 of the table, the teachers agreed that the content of the CRK curriculum was adequately implemented. Their mean score for the suggestion was 3.1. In response to the suggestion in the table, 111 (35.6%) and 149 (47.6%) strongly agreed and agreed that the contents of CRK curriculum and syllabus for JSS have been adequately covered within stipulated time. Only 37 (12%) and 15 (4.8%) of the teachers disagreed and strongly disagreed with the opinion. In item 4 of the table, the teachers were of the view that provision of instructional materials for the teaching and learning of CRK in the school were not up to date. In response to the suggestion, 135 (43.3%) and 24 (7.6%) of the teachers disagreed and strongly disagreed with the suggestion. Only 87 (27.9%) and 66 (21.2%) of the teachers strongly agreed and agreed with the suggestion. The mean score was 2.3, showing that most teachers did not agree that instructional materials for teaching and learning of CRK in the schools were up to date.

The teachers agreed with a mean score of 2.8 that instructional materials were usually used for the teaching and learning of the subject. This is indicated in response to item 5 of the table where, 74 (23.6%) and 138 (44.2%) of the teachers agreed with the instructional materials were always used when necessary in the teaching of CRK in their respective schools. But 59 (18.7%) and 41 (13.5%) of the teachers disagreed and strongly disagreed with this opinion. In response to the suggestion that Classrooms and furniture in for teaching CRK in this school are the same with those used for teaching other subjects in item 6 of the table, 76 (24.5%) and 146 (47.6%) of the respondents strongly agreed and agreed with the suggestion. But 42 (13.5%) and 45 (14.4%) of the teachers disagreed and strongly disagreed with the suggestion.

In item 8 of the table, the respondents agreed with a mean score of 2.9 that academic performance of students was proportional to the available instructional materials used for the teaching and learning of the subject. In response to this suggestion, 82 (26.4%) and 47.1 (61%) of the teachers strongly agreed and agreed with the opinion. But 61 (19.7%) and 22 (8.8%) disagreed and strongly disagreed with the suggestion. The teachers were of the view that the implementation of the curriculum has enabled students to link different elements of the curriculum with real life situations. This was expressed in item 9 of the table, where 61 (19.7%) and 150 (48.1%) of the teachers strongly agreed and agreed with the suggestion. But 40 (12.5%) and 61 (19.7%) disagreed and strongly disagreed with the opinion. The teachers were of the view that students' performances improved with their implementation of the curriculum as indicated by 87 (27.9%) and 119 (38%) who strongly agreed and agreed with the suggestion. But 48 (15.4%) and 58 (18.7%) of the teachers disagreed and strongly disagreed with the expressed opinion. The mean score was 2.8 which showed that the expressed opinion could be said to be that of most teachers involved in the study. With an aggregate mean score of 3.0, it could be

concluded that teachers were of the view that instructional materials have major positive impact on the implementation of CRK curriculum in the state Junior Secondary Schools.

Research Question Three: What are the influences of environmental factors such as family background of children, on the implementation of CRK curriculum in junior secondary schools in Kaduna State? The opinions of the teachers on effects of environmental factors such as family background of children, school environment and funding of education on the implementation of CRK curriculum in the state Junior Secondary Schools are tabulated in Table 7.

Table 7: Opinion teachers on influences of environmental factors on CRK curriculum implementation in the Junior Secondary Schools

Sn	Environmental related factors	Strongly agreed	Agreed	Disagreed	Strongly disagreed	Mean
		Freq.	Freq.	Freq.	Freq.	
1	Negative attitude of the general public toward CRK discourage students' concentration in the subject.	169	105	27	11	3.4
2	Loss of interest in CRK by students contributes to poor performance in the subject.	132	115	43	22	3.1
3	Poor performances in CRK reduced students' enrollment in the subject.	132	98	61	21	3.1
4	Dilapidated structures in most schools, especially rural areas, posed serious challenges to effective implementation of the curriculum.	124	100	56	32	3.0
5	In most schools, especially rural areas, effective curriculum implementation has been hampered by un-conducive learning environment.	67	105	95	45	2.6
6	Non-provision of instructional and resource materials by some schools' management poses serious challenge to effective implementation of CRK curriculum.	66	124	67	55	2.7
7	Irregular supervision of class activities by some school administrators contribute to defective implementation of CRK curriculum.	85	130	71	26	2.9
8	Time allocated to CRK in some schools is insufficient for effective coverage of the verse contents of the subject.	59	138	69	46	2.7
9	Family background of the students influence the level of their academic achievement in CRK and this in turn affect the implementation of its curriculum.	66	147	61	38	2.8
10	Poor funding of education by government constitutes serious threat to effective implementation of educational curriculum generally and CRK curriculum in particular.	153	99	38	22	3.2
Aggregate mean score						3.0

(Decision mean = 2.50)

The objective of table 7 above is to find out the effects of environmental factors on the implementation of CRK curriculum in the state Junior Secondary Schools. From the aggregate mean score of 3.0, the respondents could be said to have agreed that environmental factors had major influence on the implementation of CRK curriculum in the state Junior Secondary Schools. In response to the first item of the table for example, 169 (54.3%) and 105 (33.7%) of the respondents strongly agreed and agreed that negative attitude of the general public toward CRK discourage students' concentration in the subject. But 27 (8.7%) and 11 (3.3%) of the teachers disagreed and strongly disagreed with the opinion. The mean score was 3.4, which implied that most teachers were of the agreement with the expressed view. This opinion could explain the teachers' response to item 2 of the table where 132 (42.3%) and 115 (37%) agreed with the suggestion that loss of interest in CRK by students contributes to poor performance in the subject. Though 43 (13.9%) and 22 (6.8%) of the teachers disagreed and strongly disagreed with the opinion but the mean score of 3.1 showed that it was generally held by most teachers.

In item 3 of the table, 132 (42.3%) and 98 (31.3%) of the teachers strongly agreed and agreed with the suggestion that poor performances in CRK reduced students' enrollment in the subject. Only 61 (19.7%) and 21 (6.7%) of the teachers disagreed and strongly disagreed with the suggestion. The mean score for the item was 3.3 which implied a unanimous agreement among the teachers on the suggestion. A further emphasis of environmental effect on the curriculum implementation is shown in response to item 4 of the table where 124 (39.9%) and 100 (33.7%) of the respondents strongly agreed and agreed with the expressed opinion that dilapidated structures in most schools, especially rural areas, posed serious challenges to effective implementation of the curriculum. Only 56 (17.8%) and 32 (10.1%) of the teachers disagreed and strongly disagreed with this view. In responding to the suggestion that most schools,

especially rural areas, effective curriculum implementation has been hampered by un-conducive learning environment in item 5 of the table, 67 (21.6%) and 105 (33.7%) of the teachers of the strongly agreed and agreed with the suggestion. But 95 (30.3%) and 45 (14.4%) of the teachers disagreed and strongly disagreed with the suggestion. The mean score was 2.6

The teachers agreed with a mean score of 2.7 that non-provision of instructional and resource materials by some schools' management poses serious challenge to effective implementation of CRK curriculum. In response to item 6 of the table, 66 (21.2%) and 124(39.9%) agreed with the suggestion. But 67 (21.6%) and 55 (17.3%) of the teachers disagreed and strongly disagreed with the suggestion that non-provision of instructional and resource materials by some schools' management could be said to have impeded effective implementation of CRK curriculum in the selected Junior Secondary schools of the state. This opinion was further emphasized in response to item 7 of the table where 87 (27.4%) and 130 (41.8%) of the teachers strongly agreed and agreed with the suggestion that irregular supervision of class activities by some school administrators contribute to defective implementation of CRK curriculum. Only 71 (22.6%) and 26 (8.2%) of the respondents disagreed and strongly disagreed with the suggestion and the mean score was 2.9.

Another environmental factor whose effect on the curriculum implementation was assessed was time allocation for the subject. In item 8 of the table, 59 (18.8%) and 138 (44.2%) of the teachers strongly agreed and agreed with the suggestion that time allocated to CRK teaching and learning in some schools was insufficient for effective coverage of the curriculum. Only 69 (22.1%) and 46 (14.9%) of the teachers had a divergent opinion on the suggestion by disagree and strongly disagreeing with the opinion. The mean score was 2.7. In response to the suggestion that family background of the students influence the level of their academic

achievement in CRK which in turn affect the implementation of the curriculum, 66 (21.2%) and 147 (47.1%) of the teachers strongly agreed and agreed with the opinion. But 61 (19.7%) and 38 (12%) of the respondents disagreed and strongly disagreed with the suggestion. The mean score was 2.8. In the last item of the table, 153 (49%) and 99 (31.7%) of the teachers strongly agreed and agreed that poor funding of education by government constitutes serious threat to effective implementation of educational curriculum generally and CRK curriculum in particular. Only 38 (12.1%) and 22 (7.2%) of the teachers disagreed and strongly disagreed with the opinion. The mean score was 3.2. The aggregate mean score for the table was 3.0 and is higher the 2.5 used for decision for table. These observations from the table clearly implied that the teachers were of the view that environmental factors have major influence on the implementation of CRK curriculum in the state Junior Secondary Schools.

4.5 Test of hypotheses

The hypotheses formulated to test the statistical significance of the expressed opinion on the implementation of the CRK curriculum in the State Junior Secondary schools are tested here in line with the research questions of the study. Tests were carried out with the chi-square procedure at the fixed probability level of 0.05. The use of the Chi-square was informed by the univariate nature of the tests. The null hypotheses are tested as follows:

HO₁: There is no significant relationship between teacher related factors and implementation of CRK curriculum for moral growth and academic improvement of junior secondary school students in Kaduna State.

Table 8: Chi-square test on level of the implementation of CRK curriculum in JSS in Kaduna State

Item No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	186	56	30	40	312
2	180	91	28	13	312
3	141	124	26	21	312
4	149	104	43	16	312
5	132	111	42	27	312
6	44	89	105	74	312
7	45	66	117	84	312
8	87	119	78	28	312
9	59	135	74	44	312
10	76	135	59	42	312
Total	1099	1030	602	389	3120

Chi-Square = 344.023,DF = 27, P-value =0.000 (critical value = 40.1)

This hypothesis was tested by subjecting the expressed opinions of respondents in table 5 to chi-square procedure to establish the extent of perceived relationship between teacher factor and the implementation of CRK curriculum Junior Secondary Schools of Kaduna State towards academic and moral growth of students. The observed chi-square value of this test is 344.023 obtained at 27 degree of Freedom while the value of chi critical is 40.1 obtained at 0.05 alpha levels of significance, ($P > 0.05$).By this observation, the null hypothesis which states that there is on significant relationship between teacher related factors and implementation of CRK curriculum for moral growth and academic improvement of junior secondary school students in Kaduna State is therefore rejected. This observation implied that teacher factor has a significant role in the effective implementation of CRK curriculum in the selected Junior Secondary Schools of the state.

HO₂: There is no significant relationship between instructional materials for implementation of CRK curriculum for academic development of junior secondary school students in Kaduna State.

Table 9: Chi-square test on teachers' factors and implementation of CRK curriculum

Item no	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	18	15	195	84	312
2	102	154	30	26	312
3	111	149	37	15	312
4	87	135	66	24	312
5	74	138	59	41	312
6	76	149	42	45	312
7	40	37	135	100	312
8	82	147	61	22	312
9	61	40	150	61	312
10	87	119	48	58	312
Total	738	1083	823	476	3120

Chi-Square = 265.323, DF = 27, P-value = 0.000 (critical value = 40.1)

This hypothesis was tested by subjecting the expressed opinions of respondents in table 6 to chi-square procedure. From the summary of the result in the table, instructional materials have a significant influence on the implementation of CRK curriculum in the state Junior Secondary Schools. The observed chi-square value of this test is 265.323 obtained at 27 degree of Freedom while the value of chi critical is 40.1 obtained at 0.05 alpha levels of significance, ($P > 0.05$). By this observation, the null hypothesis which states that there is no significant relationship between instructional materials for implementation of CRK curriculum for academic development of junior secondary school students in Kaduna State is therefore rejected. The observations implied

that teachers were of the view that instructional materials played a significant role in the implementation of CRK curriculum in the selected Junior Secondary Schools of the State.

HO₃: Environmental factors such as family background of children, school environment and funding of education have no significant relationship with the implementation of CRK curriculum in junior secondary schools in Kaduna State.

Table 10: Chi-square test on environment and implementation of CRK curriculum

Item no	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	169	105	27	11	312
2	132	115	43	22	312
3	132	98	61	21	312
4	124	100	56	32	312
5	67	105	95	45	312
6	66	124	67	55	312
7	85	130	71	26	312
8	59	138	69	46	312
9	66	147	61	38	312
10	153	99	38	22	312
Total	1053	1161	588	318	3120

Chi-Square = 279.690, DF = 27, P-value = 0.000 (critical value = 40.1)

This hypothesis was tested with the frequency counts in Table 7 where effects of environment on the implementation of CRK curriculum were evaluated. The test was carried out with the Chi-square procedure. The test proved that environmental factors have considerable effects on effective implementation of CRK curriculum in Kaduna State. This is indicated with the observed chi-square value of 278.690 obtained at 27 degree of freedom. Being that the observed values of chi square, which is 278.690, is greater than the critical value of chi, which is 40.1 obtained at 0.05 alpha levels of significance ($P > 0.05$). There is enough evidence to reject the null hypothesis. Therefore, the null hypothesis which states that environmental factors such as family background of children, school environment and funding of education have no

significant relationship with the implementation of CRK curriculum in Junior Secondary Schools in Kaduna State is rejected. The result of the test implies that environmental factors could significantly influence the implementation of CRK curriculum in schools.

Summary of major findings

The findings from the analysis of data are summarized below:

1. There is significant relationship between teachers related factors and implementation of CRK curriculum for moral growth and academic improvement of junior secondary school students in Kaduna State. (P value = 0.000).
2. There is no significant relationship between instructional materials for implementation of CRK curriculum for academic development of junior secondary school students in Kaduna State(P value = 0.000)
3. Environmental factors such as family background of children, school environment and funding of education have significant relationship with the implementation of CRK curriculum in junior secondary schools in Kaduna State(P value = 0.000)

4.7 Discussion of results

This study assessed the implementation of Christian Religious Knowledge curriculum in the Junior Secondary Schools in Kaduna state. Three null hypotheses were tested in line with specific objectives and research questions of the study. The data analysis of H_{O1} , which sought to establish the effects of teacher factor on implantation of CRK curriculum in JSS in Kaduna State towards the moral growth and academic improvement revealed that the relationship was significant. Among others, it was found that teachers' ability and inability to carry out some activities in the processes of teaching and learning of the subject adversely affected the implementation of the CRK curriculum in the Junior Secondary Schools involved in the study.

These included, inability to detect what students have been able to know and can do, meet the identified needs of students in the teaching of CRK, teachers' personality and attitude affect the attitude of students as well as their learning ability and performances in the subject. Other such factors included qualifications, lack of effective assessment strategies along with feedback among others. These findings agreed with (Loflin, 2016) who in asserting the roles of teachers in curriculum implementation opined that the teacher remain instrumental in the success or failure of a curriculum.

The finding reflected the report of Jess, Carse, and Keay (2016) who found the need to prepare and train teachers to meet the objectives of a curriculum; specifically, the authors' focus was on the curriculum-development process and the role of the educator. The finding is in line with The finding of this study here is consistent with Eze (2013) who opined that to achieve meaningful learning, high moral and academic standards, the new Christian Religious Knowledge teacher must be professionally trained, be innovative, democratic, resourceful, business oriented, a modeler and be knowledgeable of the subject matter. The finding also agreed with Njoku and Njoku (2015) when they reported that effective implementation of CRS curriculum in Ebonyi State has been hindered by myriad of factors, among which are teachers' beliefs, lack of concrete instructional materials, as well as poor understanding of the pedagogical and theological aims of the subject by teachers.

The finding of this study is in line with Fadipe (2003) who reported that beside the students, teachers are the largest and most crucial inputs of educational system who influence to a great extent the quality of educational output, and a policy statement of National Policy on Education (NPE, 2004) where it is stated that "no educational system can rise above the quality of the teachers". All these point to the fact that the better equipped the teachers are both

academically, morally and have job satisfaction, the more effective the implementation of the curriculum will be. To this end, Ajiboye (2018) was right when he said development can only take place if there is quality education, and that teachers are the drivers of that quality education.

This study found that instructional material has a significant relationship with the implementation of CRK curriculum in the state Junior Secondary Schools. In the test of the related hypothesis, the relationship was found to be significant. Among others, adequacy of instructional materials was found to positively influence teaching and learning as well as performances of students in the subjects. Though it was found that the implementation of the curriculum was not adequately associated with instructional materials for teaching and learning, the teachers' perception revealed that they played a significant role in the curriculum implementation. The finding here is consistent with Ugwu, Ogwu and Igbokwu (2017) who in emphasizing the role of instructional materials for the teaching of CRK opined that the subject forms the moral foundation and teaches ethics of life to students. It is, as well, in consonant with the statement of Ikechukwu and Ugwuozor (2014) when they said CRK as a subject helps to streamline the thoughts, characters, morals and aspirations of students. The finding is also consistent with the definition of curriculum by Patankar (2013) that a curriculum defines what the learner will learn and can possibly act as a guide when the learner learns the information from the lesson. The result of this test, no doubt, meets the aims of teaching CRK in JSS as spelt out by Nigerian Educational Research and Development Council which states that the aims of CRK as a teaching subject in secondary schools in Nigeria is to instill discipline and enhance empowerment in Nigerian youths, and that CRK is an informative and life changing subject which helps the youth to improve their attitude to God and to their fellow mankind (NERDC, 2010).

The study found that environmental factors such as family background of children, school environment and funding of education have significant influence on the implementation of CRK curriculum in the state' Junior Secondary Schools. Among others it was found that public attitude towards the subject could affect students' performance and interest. The conduciveness of the environment along with provision of facilities for teaching and learning were other environmental factors found to influence the effective implementation of the curriculum for the subject in the selected Junior Secondary Schools. This finding is consistent with that of Lewis when his study found that attitude towards many school subjects can be affected by a host of factors, such as student's ability, developmental crisis, lack of textbooks, teachers and school environment (Lewis, as cited in Lawal, 2010). The finding also supports the report of Muola (2010) who posited that family background constitutes a distinct variable in student's life as it can influence the student physically, intellectually and emotionally. In the same vein, the finding complements that of Fantuzzo and Childs (2000) who stated that the impact of environment is consequential to child developmental outcomes such as cognitive ability, school readiness and academic achievement, as well as ethical and emotional adjustment.

The finding is in line with the monitoring report of European Union (EU) which stated that the level of educational attainment of parents could influence the academic achievement of their children (EU, 2013). This brought to mind the assertion of Okoroh which states that the social class to which one belongs can influence his children's achievements at school (Okoroh, as cited in Gotan, 2005). In the same vein, this finding confirmed the view of Hopkins and Stanley which stressed that socio-economic status of parents is related to many educational characteristics of pupils such as achievement, motivation, dropping out of school and academic achievement (Hopkins and Stanley, as cited in Gotan, 2005).

The finding of this study revealed that poor funding of education, which has been classified as one of the environmental factors in this study, has greatly affected the effective implementation of educational curriculum generally and CRK curriculum in particular. Although it is the responsibility of States to make provision for secondary education in form of running grant to schools on term or session basis, records have revealed inadequate funding for the development of secondary education in Nigeria. For example, the reports of CBN (2010) and FME (2007) have concurrently indicated limited allocation of fund to secondary education despite increase in enrolment.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed the implementation of the curriculum for Christian Religious Knowledge in Junior Secondary Schools in Kaduna State. Thus, the research focused on providing answers to questions such as the extent to which CRK curriculum has been implemented in Junior Secondary Schools in Kaduna State, effects of teachers' factors on effective implementation of the curriculum, and influence of environment on the implementation of the curriculum in the State. Literatures relating to this study were reviewed accordingly. The literature review was carried out with a view to identify works already done on the implementation of educational curriculum in Nigeria at large, and specifically, CRK curriculum in Kaduna State.

Consequently, a brief review of the history and place of secondary education in the Nigerian educational system was made in chapter two. The origin of secondary education in Nigeria was traced to the inception of western education introduced by Christian missionaries in 1842. The first secondary school was said to have been established by Church Missionary Society (CMS) in 1859 and this was the CMS Grammar School, Bariga, Lagos. The literature revealed that the need for secondary education came when the education provided at the primary level proved to be insufficient for a child to acquire permanent literacy, communicative and numeracy skills expected from him/her at the end of the training. Thus, besides serving as the link between primary and tertiary education, secondary education provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level.

Although the literature also revealed that the teaching of the Christian Religious Knowledge (CRK) dated back to 19th century with the pioneers of Nigerian Education (the missionaries), however, the idea of having a formal curriculum for education has been traced to 1969 when a national curriculum conference was inaugurated to address public criticism of education inherited from colonial government. Since then, the curriculum has undergone series of reviews and improvements with CRK being permanently featured in the secondary school curriculum.

The review also featured teachers' factors in curriculum implementation. To this end, it has been revealed that teachers are the fulcrum on which the lever of educational system rests. Thus, without teachers to interpret, translate and transmit the intended educational goals to the learners, the set goals will be worthless no matter how essential and crucial they may be. This is because they cannot be achieved if these vital implementation agents (teachers) are not there to implement the planned curriculum. The review further revealed that teachers are very crucial inputs of educational system as they have the potentials for enhancing the quality of education by bringing life to the curriculum and inspiring students to curiosity and self-directed learning. Consequently, the preponderance of unqualified teachers in secondary schools in Nigeria will, no doubt, have serious negative implication on the quality of education which students will acquire at the end, if other factors that may influence the training are constant.

The literature also reviewed the influence of environment on the implementation of secondary school curriculum. This covered family background of students and school environment. Funding of education was also reviewed under environmental factors. The review revealed that good performance can be expected from children in the upper classes who have more advantaged homes, social environment and primary schooling. It further revealed that

home background is instrumental to individual difference in behaviour and school achievement and that in stable and happy homes, parents encourage their children, make books available for them, show interest in their school works and provide quiet corners where they can study. On the issue of funding of education, the literature reviewed shown that fund allocation to the education sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for national development. Indeed, poor funding leads to insufficient and decayed infrastructural facilities in secondary schools, which is one of the environmental factors confronting effective implementation of a given curriculum.

To effectively carry out this investigation, the researcher designed a structured questionnaire which was vetted through face validity and test for reliability and consistency of items. The tested instrument was administered to a total of 315 teachers in 15 Junior Secondary Schools selected from each of the 3 educational zones in Kaduna State, out of which 312 were validated and used for the study. Data collected were analyzed with the Statistical Package for Social Sciences (SPSS) IBM version 25. Statistical procedure adopted in the analysis of data included frequencies, percentages and means. The null hypotheses were tested with chi-square, which is one of the inferential statistical methods of data analysis and test of significance was conducted at 0.05 level of significance. All the three hypotheses were rejected. The result revealed that implementation of CRK curriculum in Junior Secondary Schools in Kaduna State was significantly influenced by teacher factor, instructional materials and environmental factors which tended to constrain the implementation towards academic and moral growth of the students.

5.2 Conclusion

Going by the findings of this study, it is safe to conclude that:

1. Teacher factor constituted a significant influence on level of implementation of CRK curriculum in Junior Secondary Schools in Kaduna State.
2. The implementation of CRK curriculum in Junior Secondary Schools of the state was affected by inadequacy of instructional materials for teaching and learning.
3. Environment factor had a significant influence on CRK curriculum implementation in the state Junior Secondary Schools.

5.3 Contributions to knowledge

This study found that teacher factor, instructional materials and environmental factors significantly influenced the implementation of CRK curriculum in Kaduna State Junior Secondary Schools. Among others, the study revealed that the role of teachers could not be over emphasized and that the lack of effective implementation of CRK curriculum could be traced to teachers, instructional materials and environmental factors. The findings provide avenue for improvement in teaching and learning of the subject through consistent inspection and supervision of teaching and learning of CRK in the schools. For meaningful implementation with desired output in form of students moral and academic development, the findings revealed where efforts should be placed by stakeholders of the schools.

5.4 Recommendations

Based on the findings of this study, the researcher wishes to recommend as follows:

1. Regular supervision should be maintained to guide and encourage young and in-experienced teachers to teach within the contents of the curriculum along with training and employment of qualified teacher, in-service and regular workshop should be

encouraged to keep the old teachers up-to-date with current trends and approaches to teaching/learning process.

2. Provision of instructional material should be encouraged through PTA and other stakeholders of the state Junior Secondary Schools in the state
3. Efforts toward making the school environment conducive for learning should be given top priority by both the immediate schools' managements and the public funding agencies for education respectively.

5.4 Suggestion for further studies

This study investigated the implementation of CRK curriculum in Junior Secondary Schools in Kaduna State. The study could be replicated in other States of Northern Nigeria where the teaching of CRK in Secondary Schools appeared to be threatened.

REFERENCES

- Abdulkamid, M. (2010). *Methods of teaching science subjects in secondary schools in Sokoto municipals*. Retrieved from www.mtsst.com/Abdulhamid.htm
- Abdu-Raheem, B. O. (2012). The influence of gender on secondary school students' academic performance in south-west, Nigeria. *Journal of social science*, 31(1), 93-98.
- Achimugu L (2005). *The agonies of Nigeria teachers*. Ibadan: Heinemann Education Publishers Limited.
- Adebiyi A.A. (2006). *Influence of attitude and motivation of senior secondary school students' achievement in English comprehension*. Unpublished M.Ed dissertation, University of Ibadan.
- Adedeji, T. (2007). The Impact of motivation on students' achievement and learning outcomes in mathematics among secondary school students in Nigeria. *Eurasia Journal of Mathematics & Technical Education*, 3(2):149-156.
- Adepoju, O.A. and Ogurinde A,O (2006)Students factors as correlates of academic achievement in junior secondary school religious studies. *Sokoto Education Review*. 9(2), 234-244.
- Adesina, A. G. (1982). *Nigeria education: Trends and issues*. Ilorin: University Press.
- Adeyemi JA, Ige AM (2002). Examination malpractices in Nigeria educational system: Causes, effects and way out. *Journal of clinical counseling psychology*, 8(1), 59.
- Afzal H et.al (2011), Evaluation Of Curriculum Development Process (2011), *International Journal Of Humanities and Social Science*, 1 (14); October 2011, 1
- Aghadiuno, I.G. (2017). *Impact of instructional graphics on secondary school students' interest and performances in Christian Religious Studies in Onitsha, Nigeria*. Unpublished M.Ed dissertation, Ahmadu Bello University, Zaria, Nigeria.
- Aguokogbuo, C. (2005). *Issues in pre-primary and primary education in Nigeria*. Nsukka: Mike Social Publishers.
- Agwu, S.N. (2005). *Strategies for teaching the arts and social sciences*. Enugu: Pan-African Publishers.
- Ahmed, T.M. (2003). Education and national development in Nigeria. *J. Stud. Educ.* 10, 35-46.
- Ainley, P.L. (2002). Intelligence, personality & interest: evidence for overlapping traits. *Psychological Bulletin*, 121,219-245.

- Ajayi, I.A. (2002). Resource factors as correlates of secondary school effectiveness in Ekiti State. *Nigeria Journal of Counseling and Applied Psychology*, 1(1), 109-115.
- Ajayi, T. & Shofoyeke, A. (2003). School discipline, teachers' attitude and ethics of the teaching profession. *Paper presented at the workshop on skills improvement programme for performance of teachers in Ondo State, Nigeria.*
- Ajeyesemi, D. (2005). Challenges of teacher education for secondary schools in Nigeria: Confronting old and new challenges. A paper presented at a two-day national workshops on counting crisis of secondary school education in Nigeria held at Chida International Hotel, Abuja, 13th-14th September.
- Ajiboye, J. (2018, October 5). World teachers' day: Teacher quality, welfare needs, vital - TRCN boss. *Vanguard*. Retrieved from <http://www.vangaurdngr.com>
- Akpan, B.B. (2008). *Nigeria and the future of Science Education*. Paper presented at the 51st Science Teachers Association of Nigeria conference, held at Akure, Nigeria, 23rd-26th August.
- Akpan, D. (2018, October 6). Teachers' day: Kaduna teachers want government to focus on infrastructures, instructional materials. *Vanguard*. Retrieved from <http://www.vangaurdngr.com>
- Akubue AU 1992. *Effective Teaching of Christian Religious knowledge/BK in Secondary Schools*. Nsukka: Fulladu Publishing Company.
- Akubue AU 1998. Profile of competency dimension of junior secondary Christian religious teachers in implementation of national policy theory and practice. *NERA Conference Proceedings*.
- Alokan, F.B., Osakinle, E.O. & Onijingin E.O. (2013). The influence of parent's educational background and study facilities in academic performances among secondary school students. *Ozean journal of social sciences*, 6(2), 29.
- Al-Shabatat, A. (2014). Gifted teachers' stages of concern for integrating e-learning in the gifted schools in Jordan. *Turkish Online Journal of Technology*, 13(2), 79-87.
- Amin, M.E. (2005). *A social science research: Conceptions, methodology and analysis*. Kampala, Uganda: Makerere University Press.
- Amugah, A.A. (2017). *Teacher related factors influencing Christian Religious Education curriculum implementation in public secondary schools in Westlands Sub-County, Nairobi, Kenya*. Unpublished M.Ed dissertation, University of Nairobi, Kenya.

- Asogwa, U.D. and Echemazu, R. (2011). Effect of power point presentation on secondary school students, achievement in Christian religious knowledge. *International Journal of Educational Research*, University of Nigeria Nsukka, 11(1), 22-32.
- Ayogu, C.I. (2008). *Pedagogical competencies of Christian religious knowledge in Obollo education zone*. University of Nigeria, Nsukka: Unpublished master's thesis.
- Bakir, N., Devers, C., & Hugs, B. (2016). Affordances and constraints of a blended course in a teacher professional development program. *Journal of Educational Multimedia and Hypermedia*, 25(4), 323-341.
- Bako, L. A. (1991). *Attitude of students towards the study of Christian religious knowledge in some selected post primary schools in Jema'a local government area of Kaduna State, Nigeria*. Unpublished B.Ed projet, University of Jos.
- Banjo, S.A. (2003). *West African teachers' handbook*. London: Hodder & Stoughton Publishers.
- Bautista, A., Ng, S., Múñez, D., & Bull, R. (2016). Learning areas for holistic education: Kindergarten teachers' curriculum priorities, professional development needs, and beliefs. *International Journal of Child Care and Education Policy*, 10(1), 1-18. doi:10.1186/540723-016-0024-4
- Bowman, O. (2018, October 6). Teachers' day: Kaduna teachers want government to focus on infrastructures, instructional materials. *Vanguard*. Retrieved from <http://www.vangaurdngr.com>
- Budak, A. (2015). The impact of a standards-based mathematics curriculum on students' mathematics achievement: The case of investigations in number, data, and space. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(6), 1249-1264. doi:10.12973/Eurasia.2015.1377a
- Busari, J.M. (2018). Problems and prospects of teaching and learning Islamic Studies in primary and post-primary schools in Nigeria: An overview. *International journal of scientific and research publications*, 8(3), 230-236.
- Caropreso, E., Haggerty, M., & Ladenheim, M. (2016). Writing instruction and assignments in an honors curriculum: Perceptions of effectiveness. *Journal of the National Collegiate Honors Council*, 17(1), 257-269.
- Causarano, A. (2015). Preparing literacy teachers in an age of multiple literacies: A self reflective approach. *Reading Matrix: An International Online Journal*, 15(2), 196-209.
- Central Bank of Nigeria (CBN) (2010). *Statistical bulletin*. Abuja, Nigeria: Federal Government Press.

- Cetin, N. (2016). Effects of a teacher professional development program on science teachers' views about using computers in teaching and learning. *International Journal of Environmental and Science Education*, 11(15), 8026-8039.
- Chantal, J. Gervedink Nijhuis, Jules M. Pieters and Joke M. Voogt, Influence of culture on curriculum development in Ghana: an undervalued factor. *Journal of Curriculum Studies*, 2013, OI:10.1080/00220272.2012.737861
- Tinio, V. L. (2002). ICT in education. Retrieved from <http://www.eprimers.org>
- Chaturvedi, H. K. & Shweta, B. R. C. (2015). Evaluation of inter-rater agreement and inter-rater reliability for observational data: An overview of concepts and methods. *Army College of National Institute and Research in Law, India*.
- Chaudhary, G. K. (2015). Factors affecting curriculum implementation for students. *International Journal of Applied Research 2015*; 1(12): 984-986
- Chikumbi, T. J.& Makamure, R.(2014). Curriculum theory, design and assessment: The commonwealth of learning, module 13 .Retrieved from <http://www.col.int/stamp/module13.pdf>
- Chinelo, O.D. (2011). Falling standard in Nigeria education: Traceable to proper skills acquisition in schools? *Journal of education research*, 2(1), 803-808.
- Coldwell, M. (2017). Exploring the influence of professional development on teacher careers: A path model approach. *Teaching and Teacher Education*, 61, 189-198. doi:10.1016/j.tate.2016.10.1015
- Deluxe, E. (2005). *Changing aims in religion education*. London: Rowledge and Regan Paul Publishers.
- Department for Education and Skills DfES, (2003). The big picture: The impact of ICT on attainment, motivation and learning. Retrieved from: <http://www.dcsf.gov.uk/research/data/uploadfiles/thebigpicture.pdf>.
- Derrington, M., & Campbell, J. (2015). Implementing new teacher evaluation systems: Principals' concerns and supervision support. *Journal of Educational Change*, 16(3), 305-326. doi:10.1007/s10833-015-9244-6
- Dogo, C. (2018, October 6). Teachers' day: Kaduna teachers want government to focus on infrastructures, instructional materials. *Vanguard*. Retrieved from <http://www.vangaurdngr.com>
- Duru, V. (2005). Effect of concept map teaching strategy on achievement of ITS students at JSS level in Imo State. *University of Port Harcourt*: Unpublished doctoral thesis.

- Early, D., Rogge, R., & Deci, E. (2014). Engagement, alignment, and rigor as vital signs of high quality instruction: A classroom visit protocol for instructional improvement and research. *High School Journal*, 97(4), 219-239.
- Echono, (2018, October 4). No plan to hike university tuition fees – FG. *Vanguard*. Retrieved from <http://www.vanguardngr.com>
- Ede, V.I. & Odo, A.E. (2006). *Factors influencing students' low interest in the study of CRK in secondary school in Isi-Uzo L.G.A. University of Nigeria, Nsukka*: Unpublished bachelor's thesis.
- Ekeh, F. I. (2003). *Research methodology and statistics in education*. Abakaliki: Madol Press Limited.
- Ekeh, N. and Njoku, C.N. (2013). Influence of school environment and family background on academic achievement of secondary school students. *International Journal of Educational Research, University of Nigeria Nsukka*, 11(1), 61-72
- European Union Monitoring Report (2013): Students' performance and parents' education level. Retrieve from <http://www.socialsituation.eu>
- Eze, P.I. (2016). *Curriculum and the new Christian religious knowledge teacher in Nigerian schools*. Faculty of Education Ebonyi State University, Abakaliki, Nigerian.
- Ezeh, M.E. (2013). Effect of Information and Communication Technology (ICT) on students' achievement in Christian Religious Knowledge in secondary schools: A case study of Ihiala Local Government Area (LGA), Anambra State, Nigeria. *African journal of education, science and technology*, (1)1, 39-50.
- Fadipe, J.O. (2003). Quality control in education: The teacher factor. In T.E. Ajayi and J. Fadipe (Eds). *Skills improvement programme for effective performance of teachers in Nigerian schools*, 128-143. A publication of National Institute for Educational Planning and Administration (NIEPA), Ondo.
- Famade, A.O. (2001). *Sociological foundations of education*. Lagos, Nigeria: Pumack Nigeria.
- Fantuzzo, J. T & Childs. S, (2000). Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of educational psychology*.
- Federal Ministry of Education (2009a). Roadmap for the Nigerian education sector. Abuja, Nigeria: Federal Government Press.
- Ganang, J. K. (1990). *Evaluation of CRK programme: A case study of the College of Education, Jalingo*, Unpublished M.Ed thesis, Ahmadu Bello University, Zaria.

- Gbenda, H.S. (2004). *Attitude of secondary school students towards the study of CRK*. Lagos: Adams Publishers.
- Gotan, C.T. (2005). *Evaluation of Christian Religious Knowledge curriculum for junior secondary schools in Plateau State of Nigeria, 1985-2002*. University of Jos: Unpublished Ph.D dissertation.
- Hall, G. (2015). Jere Brophy: The Texas years. *Journal of Classroom Interactions*, 50(2), 102-106.
- Hall, G., & Hord, S. (2015). *Implementing change: Patterns, principles, and potholes* (4th ed.). Upper Saddle River, NJ: Pearson.
- Haralambos, M. & Heald, R.N. (2006). *Sociology: Themes and perspective*. New Delhi: Oxford University press.
- Hinchliffe, K (2002). Public expenditure on education in Nigeria. *Issues, estimates and some implications*. Abuja, Nigeria: World Bank.
- Hondrich, A., Hertel, S., Adl-Aminik, K., & Klieme, E. (2016). Implementing curriculum embedded formative assessment in primary school science classrooms. *Assessment in Education: Principles, Policy, and Practice*, 23(3), 353-376. doi:10.1080/0969594x.2015.1049113
- Hornby, A.S. (2010). *Oxford advanced learners' dictionary of contemporary English Language, 8th edition*. Oxford: Oxford Press.
- Ige, A.M. (2013). Provision of secondary education in Nigeria: Challenges and way forward. *Journal of African studies and development* 5(1), 1-9.
- Ikechukwu, L.C. & Ugwuozor, F.O. (2014). Evaluating religious education in Nigerian catholic schools. *Journal of Education and Practice*, 5(33), 25-32.
- Ikechukwu, L.C. (2014). Curriculum implementation in religious education in Nigeria. *Journal of Education and Practice*, 5(31), 50-57.
- Isukpa, M.E. (2014). Effects of role play method on students' academic achievement and interest in Christian Religious Studies in senior secondary schools in Ebonyi Central education zone of Ebonyi State, Nigeria. University of Nigeria Nsukka: Unpublished master's dissertation.
- Iwowi, U. M. O. (2005) An Address of Welcome on Curriculum Implementation and Re-thinking *Nigerian Education*. *Forum* 5 (1), 1-5.
- Iwu, A.O., Ike, G.A. & Chimezie, O.S. (2006). *Perspective on educational technology*, Owerri: Peace publishers limited.

- Jabor, M.K., Machtmes K, Kungu, K., Buntat, Y.& Safarin, N.M. (2011). The influence of age and gender on the students' achievement in Mathematics. *International conference on social science and humanity (IPEDR)*,5, 304- 308.
- Jaiyeoba, A.O. & Atanda, A.I. (2003). Community participation in the provision of facilities in secondary schools in Nigeria. Paper presented at the skills improvement programme for effective performance of teachers in Nigerian schools, held at Ondo, Nigeria.
- Jarvis, G.A. (2000). *Planning curriculum for school*: New York: Holt, Rinehard and Wiston Inc.
- Jaya, S. (2017). Evaluation Of Curriculum Implementation On Leadership Training Level IV In Human Resources Development Agency Of North Sumatera Province, Indonesia. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Volume 22, Issue 4, Ver. 7 (April 2017) PP 13-21. e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org
- Jess, M., Carse, N., & Keay, J. (2016). The primary physical education curriculum process: *More complex than you think!!* Education 3–13, 44(5), 502-512. doi: 10.1080/03004279.2016.1169482
- Kasomo D (2011) Students' attitudes on the teaching of Christian religious education in Secondary Schools in Kenya. *International journal of psychology and behavioral sciences*. 1(1): 48-54
- King, M. (1981). Research in composition: A need for a theory. *Research in the teaching of English*, 8, 6-13.
- Kosoko-Oyedeka, G. A., & Tella, A. (2010). Teachers' perception of the contribution of ICT to pupils' performance in Christian Religious Education. *Journal of social science*, 22(1), 7-14.
- Kyndt, E., Gijbels, D., Grosemans, I., & Donche, V. (2016). Teachers' everyday professional development. *Review of Educational Research*, 86 (4), 1111-1150. doi:10.3102/0034654315627864
- Lawal, B.O. (2002). *Teaching religions in colleges and universities*. Ibadan: Stirling-Horden Publishers (Nig.) Ltd.
- Lawal, B.O. (2010). Factors affecting academic achievement of students in Senior School Certificate Examination (SSCE) in Christian religious knowledge. *African research review: An International Multi-Disciplinary Journal, Ethiopia* 4(4),420-433.
- Lawan, M. (2018, October 5). ASUU rejects introduction of education banks, supports minimum wage. *Vanguard*. Retrieved from <http://www.vanguardngr.com>

- Lia, M. (2016). Using an observation coaching checklist to provide feedback to teachers. *Journal of Catholic Education*, 20(1), 311-323. doi:10.15365/joce.2001152016
- Lochner, B., Conrad, R., & Graham, E. (2015). Secondary teachers' concerns in adopting learning management systems: A US perspective. *Tech Trends: Linking Research and Practice to Improve Learning*, 59(5), 62-70. doi:10.1007/s11528-015-0892-4
- Loflin, J. (2016). Relationship between teacher fidelity and physical education student outcomes. *Physical Educator*, 12(72), 359-383.
- Long, J. F. (2007). Academic motivation and achievement among urban adolescents. *Journal of Urban Education*, 42(3), 196-222.
- MacDonald, A., Barton, G., Baguley, M., & Hartwig, K. (2016). Teachers' curriculum stories: Perceptions and preparedness to enact change. *Educational Philosophy and Theory*, 48(13), 1336-1351. doi:10.1080/00131857.2016.1210496 *Research in Higher Education Journal Volume 36*
- Margolis, J., Durbin, R., & Doring, A. (2017). The missing link in teacher professional development: Student presence. *Professional Development in Education*, 43(1), 23-35. doi:10.1080/19415257
- McNeill, K. L., Katsh-Singer, R., Gonzalez-Howard, M., & Loper, S. (2016). Factors impacting teachers' argumentation instruction in their science classrooms. *International Journal of Science Education*, 38(12), 2026-2046. doi: 10.1080/09500693.2016.1221547
- McShane, M., & Eden, M. (2015). Encouraging efficiency, rewarding quality: Lessons for school choice policy and practice. *Journal of School Culture*, 9(1), 97-114. doi:10.1080/15582159.2015.998968
- Mehdinezhad, V., & Mansouri, M. (2016). Schools principals' leadership behaviors and its relation with teachers' sense of self-efficacy. *International Journal of Instruction*, 9(2), 51-60. doi:10.12973/iji.2016.924a
- Mohammed, D.D., Mwanse, E. D. & Chundung, J. D. (2003). Students' attitudes to the use of computer for learning and achievement in scientific concepts. In M.A.G. Akale (Ed.), *Proceedings of the 44th annual conference of Science Teachers Association of Nigeria* (pp. 29-32).
- Moja, T. (2000). Nigerian education Sector analysis: An analytical synthesis of performance and main issues. *Paper prepared for World Bank monograph series*, 1(7), Abuja, Nigeria: NUC.
- Muola, J.M, (2010). A study of relationship between academic achievement, motivation and home environment among standard eight pupils. *Educational Research and review*, 5(5), 213-217

- National Policy on Education (2014, Revised Edition)*. Abuja, Nigeria.
- Ndarwa, L (2007). Students and teachers' perception on the role of CRS in moral development of pupils. Kenya: Moia University.
- Nevenglosky, E. A., Cale C. and Aguilar S. P. (2019). Barriers to effective curriculum implementation Research in Higher Education Journal Volume 36. <https://files.eric.ed.gov/fulltext/EJ1203958.pdf>
- New Zealand Center for Educational Research and Development (NZCERD) (2009). *A focus on science achievement research division*.
- Nidhi, N. (2018). Information technology in education: An overview. *International journal of humanity and social science inventions (IJHSSI)*, 7(02), 13-15.
- Nigerian Educational Research and Development Council (2004). *Federal Republic of Nigeria Gazette* 66(91), 113-124.
- Nigerian Educational Research and Development Council (NERDC) (2010). *Nigerian Senior secondary school curriculum on Christian religious studies*. Abuja: NERDC Press.
- Njoku, N.C. & Njoku, D.I. (2014). Constraints in the teaching of moral instruction in secondary schools in Ebonyi State. Implications for moral behavior of students. *International journal of research in Arts and Social Science* 7 (1).
- Njoku, N.C. (2015). Effect of concept mapping method on students' achievements in CRK in junior secondary schools in Ebonyi local government area in Ebonyi State. *International journal of research in arts and social sciences*, 8(1), 178-183.
- Nkwocha, P.C. (2007). *Educational research made easy*. Owerri: Chinas-Hop publishers.
- Nnaobi, A.F. (2003). Enhancing students' performance using computer aided instruction (CAI) in tertiary institutions. In M.A.G. Akale (Ed.), *Proceedings of the 44th annual conference of Science Teachers Association of Nigeria* (pp.89-91).
- Novak, D.J. & Canas J.A. (2006). *The theory underlying concept maps & how to construct and use them*. USA: Institute for human and machine cognitive.
- Nsongo, F.L. (2001). *Teaching CRE in secondary schools: A handbook for teacher and students teachers*. Nairobi: Catholic University of East Africa.
- Ntamu, G.U., Owulu, E.E. & Monity, F.M. (2016). Students' variables and academic performance in Christian religious studies in Calabar municipality, Nigeria. *Valley International Journal: The international journal of social sciences and humanities invention*, 3(11), 2933-2942.

- Ntia, N.U. (2000). Religions, economic and cultural variables in environment education. In J.U., Emeh, N.U., Ntia, E., Usang, & O.I. E nukoha (Eds). Philosophical issues in environmental education. Ikeja: Mcmillian Educational Publishers.
- Nworgu, L. N. (2007). Curriculum and infrastructural provision for ICT in STM teacher education: Implications for optimization of service delivery. In B.G. Nworgu, *Optimization of service in the education sector: Issues & strategies* (184-192). Nsukka: University Trust Publishers.
- Obanya, P. (2004). *Teaching method across the curriculum*. London: Collins International Textbooks.
- Obayi, S. (2000), An investigation into the problems of CRK teaching and learning in senior secondary school in Awka. *Journal of Education*, (2) 18.
- Obe, O (2009). Issues of funding education for standards: Counseling perspectives. *Journal of educational research and development*, 493, 164-170.
- Obikese, N. (2007). Knowledge and use of computer assisted instruction in teaching and learning process. In B.G. Nworgu (2007). *Optimization of service in the education sector: Issues & strategies* (pp. 118-124). Nsukka: University Trust Publishers.
- Ocheocha, G.E (2005). Religious education for life transformation. Enugu: Chinecherem Press
- Offorma, G.C. (2005). Curriculum Implementation for Functionality. In Oraifo, S. O., Edozie, G. C. & Ezeh, D.N. (Eds), *Curriculum Issues in Contemporary Education* (pp, 107-203). Benin City: Da Silvia Influence.
- Ofoefuna, AC 2006. A New Approach to the Teaching of Christian Religious Knowledge: The inquiry role approach. *Nigerian Education forum*, 29(II):31-39.
- Ogunnu, M.A. (2000). A survey of the status of implementation of the Junior Secondary School curriculum in Edo and Delta States of Nigeria. *International journal of educationalplanning and administration*, 1(1), 28-37.
- Ohiri-Aniche, A.J (2000) Christian religious education and child upbringing. In M.A., Folorunsho, O.I. Onyeneye & R.I. Adebayo (Eds) Religion and Development. National Association for the Study of Religious Education (NASRED).
- Okonkwo, B.U.(2004). *The philosophy of Christian education in Nigeria*. Nsukka: University of Nigeria Press.
- Oku, H.B. (2005). *The research process*. Port Harcourt: Nissi publishing company.

- Olaofe, I.A. (2010). *Research writing for Academic Growth*. Zaria: Ahmdu Bello University Press.
- Olayiwola, B.O., (2007). *Procedures in educational research*. Kaduna, Nigeria: Kingo Nig. Ltd.
- Oloeponia, S. F. (2005). *Influence of English language comprehension, age, home and school environment on students' achievement in secondary school economics*. Unpublished PhD thesis, University of Ibadan.
- Omali, F (2001). *An investigation of the Christian perception of Christian Religious Knowledge as an academic subject in Kastina State*. Unpublished M.Ed Thesis, ABU, Zaria.
- Omebe, S.E. (2005). *Guidance and counseling: a comprehensive approach*. Enugu-Nigeria: Cheston Agency Ltd.
- Omoregie, N. (2005). *Re-packaging secondary education in Nigeria for great and dynamic economy*. Paper presented at the 2nd annual national conference of Association for Encouraging Qualitative Education in Nigeria (ASSEQEN). 9th-11th May.
- Onah, D.U. and Ugwu, E.I. (2010). Factors which predict performance in secondary school physics in Ebonyi State Nigeria. *Journal of Applied Science Research* 1(3), 255-258.
- Oshinaiike, A.B and Adekunmisi, S.R (2012) Use of Multimedia for teaching in Nigerian q University System: A case study of University of Ibadan. Retrieved from: <http://www.unllib.unl.edu/LPP>
- Osho EO, Osho I (2000). The national policy on education and functionality: *The case of Junior Secondary School (JSS)*. *Knowl. Rev.* 2(2), 79-84.
- Park, J., & Ham, S. (2016). Whose perception of principal instructional leadership? Principal teacher perceptual (dis)agreement and its influence on teacher collaboration. *Asia Pacific Journal of Education*, 36(3), 450-469. doi: 10.1080/02188791.2014.961895
- Phillips, B. M., Ingrole, S., Burris, P., & Tabulda, G. (2017). Investigating predictors of fidelity of implementation for a preschool vocabulary and language curriculum. *Early Child Development and Care*, 187(3/4), 542-553. doi: 10.1080.03004430.2016.1251428
- Polikoff, M. S., & Porter, A. C. (2014). Instructional alignment as a measure of teacher quality. *Educational Evaluation and Policy Analysis*, 36(4), 399-416. doi: 10.3102/016237314531851
- Punie Y., Zinnbauer D., & Cabrera, M. (2008). A review of the impact of ICT on learning, Luxembourg: Official publications of the European communities. Retrieved from: <http://www.jrc.ec.europa.eu/>

- Rakes, G., & Dunn, K. (2015). Teaching online: Discovering teachers' concerns. *Journal of Research on Technology in Education*, 47 (4), 229-241. doi:10.1080/15391523.2015.1063346
- Santrock, J.W. (2000). *Psychology*. USA: McGraw-Hill, Inc.
- Silvia, P. (2006). *Exploring the psychology of interest*. Oxford: Oxford University Press.
- Simonton, D. K. (2001). *Review of Lehman's age and achievement*. The Roeper School, University of California.
- Smit, T., & du Toit, P. (2016). Transforming beginner teacher mentoring interventions for social reform. *South African Journal of Education*, 36(3), 1-12. doi: 10.15700/saje.v36n3a1134
- Stangor, E.O. (2004). *Research methods for behavioral Science*. Boston: Houghton Mifflin.
- Suharsimi A. (2013), *Dasar-Dasar Evaluasi Pendidikan, Edisi 2*, Jakarta: Bumi Akasrab Chuk Williams. (2001). *Management*, Texas Cristian University, *Thomson Learning*. *Terjemahan M. Sabarudin Napitupulu*. Jakarta: Salemba Empat
- Tichafa J. Chikumbu, Curriculum theory, design and assessment, Ministry of Education, Sport and Culture Masvingo, Zimbabwe. *The Commonwealth of Learning*, 2000.
- Torres, A. (2016). How principals influence relational trust and teacher turnover in No Excuses charter schools. *Journal of School Leadership*, 26(1), 61-91.
- Tweedie, M. G., & Kim, M. (2015). EAP curricular alignment and social acculturation: Student perceptions. *TESL Canada Journal*, 33(1), 41-57. *Research in Higher Education Journal Volume 36*
- Ugwu C. J., Ogwu E.N. & Igbokwe, U. (2017). Effect of drama method on students' academic achievement in Christian religious knowledge (CRK) curriculum. *Educational Research*, 8(2), 013-020.
- Ugwu, A.B.C. (2005). *Human learning process*. Emene, Enugu: Fred- Ogah publishers.
- Ujah, E. (2018, October 11). Human development index: W/bank ranks Nigeria 152 out of 157 countries. *Vanguard*. Retrieved from <http://www.vangaurdngr.com>
- Ukueze A.C (2007). Learner variable of academic performance and adjustment of junior secondary student. *The Counselor*, 23 (2), 172-183.
- Umoh, A.M. (2006). *Basic psychology of human learning*. University of Uyo: MEF Nig.
- United Nation Educational, Scientific and Cultural Organization (UNESCO) (2006). *UNESCO National Education Support Strategy (UNESS) for Nigeria: 2006-2015*. Abuja, Nigeria.

- United Nations Development Programme (UNDP) (2011). *Human development report*. New York, USA.
- Valasidou A., & Bousiou-Makridou D. (2008). Impact of ICT'S in education: The case of Macedonian students. *Journal of business case studies*, 4(3), 29-33.
- Wasagu, M. (2006). Presidential address at the opening ceremony of Science Teachers Association of Nigeria (STAN) *Primary Science Workshop, held at Uyo, Akwa Ibom State, 28th March- 1st April*.
- Wiles, J. W., & Bondi, J. C. (2014). *Curriculum development: A guide to practice* (9th ed.). Boston, MA: Pearson.
- Wolf, P, Hill A. and Evers F. (2006). A handbook for Curriculum Assessment. *University of Guelph, Guelph, Ontario, Canada*
- Youssef, A. B., & Dahmani, M. (2008). The impact of ICT on students' performances in higher education: Direct effects, indirect effects and organization change. *Revisita de Universidad y sociedad del conocimiento (RUSC)*, (5)1. Retrieved from: http://www.uoc.edu/rusc/5/1/dt/eng/genjoussef_dahmani.pdf
- Yusuf, H.O. (2009). Strategies for improving the teaching of reading comprehension in primary Schools. *Journal of educational research and development*, 4(3), 63-68.
- Zaiton, M. & Hishammudin, S. (2012), Factors affecting students' interest in learning Islamic education. *Journal of education and practice*, 3 (13), 82.

APPENDIX A

APPENDIX B

LETTER OF INTRODUCTION

CRS Section,
Department of Arts and Social
Science Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

November, 2018.

Dear Respondents,

The researcher is an M.Ed student of Ahmadu Bello University, Zaria in the above named department. This questionnaire seeks your response on a study topic titled: “Assessment of the implementation of Christian Religious Knowledge in junior secondary schools in Kaduna State, Nigeria”. You are please requested to express your opinions with all sincerity as they will be used for the purpose of this research study only. All information given by you will be handled with ultimate secrecy. As such, you have been advised not to write your name on the questionnaire.

Thanks.

Yours faithfully,

Florence OJENIYI.

QUESTIONNAIRE

Part 1: Personal Data

Fill in the appropriate option as applicable to you by ticking [] the space provided against each item.

1. Name of School:.....
2. School Location:
Rural [] Urban []
3. Gender:
Male [] Female []
4. Do you have professional teaching qualification?
Yes [] No []
5. Academic qualification:
ND [] NCE []
BA [] B.Ed [] B.Sc []
MA [] M.Ed [] M.Sc [] PGDE []
6. Other qualifications specify.....
7. Field of specialization.....
8. Subject taught in school.....
9. Teaching experience:
0-15 years [] above 15 years []

Part 2:

Please express your opinion by ticking [√]the space provided at the end of each item. Use the following as guide to make your choice.

- SA - Strongly Agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree

Section A: *determine the extent to which teacher factors affects the implementation of CRK curriculum towards moral development of Junior Secondary school students in Kaduna State*

S/N	<i>Teacher factors affecting the implementation of CRK curriculum towards moral development of Junior Secondary school students</i>	SA	A	D	SD
1.	The lack of motivation of students by their teachers in the teaching and learning of CRK curriculum in JSS.				
2.	Inability of teachers to detect what students have been able to know and can do				
3.	Inability of teachers to teachers to meet the identified needs of studentsin the teaching of CRK				
4.	CRK teachers' personality and attitude affect the attitude of students as well as their learning ability and performances in the subject.				
5	Teachers' qualifications strongly influence classroom delivery as well as students' learning and performance in CRK.				
6	Employment of low quality teachers to teach CRK leads to faulty implementation of its curriculum.				
7	Lack of effective assessment by teachers on evidence to tell how well the students have learned in the teaching and learning				
8	Lack of effective feedback from the teaching and learning of the subjects in the schools.				
9	Poor teaching strategies adopted by some CRK teachers contribute to poor performance of students in the subject.				
10	Poor performance and disposition of some CRK teachers contribute to loss of interest by students and reduced enrollment in the subject.				

Section B: *determine the effects of instructional materials on the implementation of CRK curriculum in junior secondary schools towards academic development of students in Kaduna State*

S/N	<i>Effects of instructional materials on the implementation of CRK curriculum</i>	SA	A	D	SD
1.	There are adequate instructional materials for the teaching of CRK in JSS towards moral growth of students in the society.				
2.	The contents of the CRK curriculum is adequate for teaching JSS students to apply the teachings and examples of Christ in their lives.				
3.	The contents of CRK curriculum and syllabus for JSS have been adequately covered within stipulated time.				
4.	Provision for instructional materials for the teaching and learning of CRK in this school is up to date				
5.	Instructional materials were always used when necessary in the teaching of CRK in this school.				
6	The Classrooms and furniture in for teaching CRK in this school are the same with those used for teaching other subjects.				
7	There is room for improvement in the provision of instructional materials for the teaching and learning of CRK in this school				
8	Academic performance of students is proportional to the available instructional materials in this school				
9	Due to effective implementation of the CRK curriculum, students have been able to link different elements of the curriculum with real life situations.				
10	Students have improved considerably in their knowledge and skills due to guidelines provided by effective implementation of CRK curriculum for secondary schools.				

Section C: *determine the effects of environmental factors such as family background of children, school environment and funding of education on the implementation of CRK curriculum in junior secondary schools in Kaduna State.*

S/N	Environmental factors and the implementation of CRK curriculum	SA	A	D	SD
1.	Negative attitude of the general public toward CRK discourage students' concentration in the subject.				
2.	Loss of interest in CRK by students contributes to poor performance in the subject.				
3.	Poor performances in CRK reduced students' enrollment in the subject.				
4.	Dilapidated structures in most schools, especially rural areas, posed serious challenges to effective implementation of the curriculum.				
5.	In most schools, especially rural areas, effective curriculum implementation has been hampered by un-conducive learning environment.				
6	Non-provision of instructional and resource materials by some schools' management poses serious challenge to effective implementation of CRK curriculum.				
7	Irregular supervision of class activities by some school administrators contribute to defective implementation of CRK curriculum.				
8	Time allocated to CRK in some schools is insufficient for effective coverage of the verse contents of the subject.				
9	Family background of the students influence the level of their academic achievement in CRK and this in turn affect the implementation of its curriculum.				
10	Poor funding of education by government constitutes serious threat to effective implementation of educational curriculum generally and CRK curriculum in particular.				

APPENDIX C

Numbers of JSS teachers in Kaduna State by educational zone

Northern Zone

LGA	NO OF TEACHERS	QUALIFIED	UNQUALIFIED	TOTAL
Ikara	49	45	4	49
Kubau	69	69	0	69
Kudan	22	21	1	22
Lere	176	155	21	176
Makarfi	54	40	14	54
SabonGari	264	245	19	264
Soba	79	72	7	79
Zaria	296	268	28	268
TOTAL	1009	915	94	1009

Southern Zone

LGA	NO OF TEACHERS	QUALIFIED	UNQUALIFIED	TOTAL
Jaba	67	61	6	67
Jema'a	53	51	2	53
Kachia	84	76	8	84
Kagarko	126	115	11	126
Kaura	62	61	1	62
Kauru	84	72	12	84
Sanga	55	53	2	55
ZangoKataf	164	152	12	164
TOTAL	695	641	54	695

Central Zone

LGA	NO OF TEACHERS	QUALIFIED	UNQUALIFIED	TOTAL
BirninGwari	54	52	2	54
Chikun	307	284	23	307
Giwa	77	75	2	77
Igabi	154	125	29	154
Kaduna North	448	384	64	448
Kaduna South	280	255	25	280
Kajuru	81	72	9	81
TOTAL	1401	1247	154	1401

Grand Total

LGA	NO OF TEACHERS	QUALIFIED	UNQUALIFIED	TOTAL
23	3105	2803	302	3105

Source: Kaduna State school census report 2012/2013.

**Appendix D: Names of schools and numbers of teachers sampled for the study
Northern Zone**

Names of schools	No of teachers sampled
Government Junior Secondary School, Kwangila	21
Barewa College, Zaria	21
Government Day Secondary School, Soba	21
Government Junior Secondary School, KurmiKogi	21
Government Girls Secondary School, Zaria	21
TOTAL	105

Southern Zone

Names of schools	No of teachers sampled
Government Secondary School, Kafanchan	21
Government Secondary School, Kachia	21
Government Junior Secondary School, Gangenrawa	21
Government Girls Secondary School, Zonkwa	21
Government Girls Day Secondary School, Zonkwa	21
TOTAL	105

Central Zone

Names of schools	No of teachers sampled
Government Secondary School, Kujama	21
Government Girls Secondary School, Kachia	21
Federal Government College, Malali	21
Government Technical College, Kajuru	21
Government Secondary School, Barnawa	21
TOTAL	105

GRAND TOTAL

15	315
-----------	------------

Source: Kaduna State school census report 2012/2013.

Appendix E: Result of pilot study

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	38	100.0
Cases	Excluded	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.779	.776	15

Item Statistics

	Mean	Std. Deviation	N
The contents of CRK curriculum and syllabus for JSS have been adequately covered within stipulated time.	4.3158	.93304	38
The contents of the CRK curriculum for JSS teach students to apply the teachings and examples of Christ in their lives.	3.9474	1.20690	38
The teaching of CRK in JSS has built in the students the foundation for moral growth and useful living in the society.	3.5789	1.40716	38
Students display peaceful relations because they have been taught in CRK lessons the importance of peaceful and harmonious co-existence	3.0000	.92998	38
The acts of love, kindness and charity can be seen in the characters of students because they were taught in CRK lessons to be humble and to care for others, especially those in needs.	3.0526	1.69175	38
Moral decadence among the youths and young school leavers reflects faulty implementation of CRK curriculum in secondary schools.	3.4737	1.51990	38
Students perform poorly in CRK external examinations such as SSCE as a result of defective implementation of its curriculum.	3.4211	1.44506	38
Through CRK, students have been taught to be open to dialogue and the search for mutual understanding.	3.3684	1.65090	38
Due to effective implementation of the CRK curriculum, students have been able to link different elements of the curriculum with real life situations.	3.4211	1.40716	38
Students have improved considerably in their knowledge and skills due to guidelines provided by effective implementation of CRK curriculum for secondary schools.	3.8421	1.48007	38
Lack of commitment on the part of teachers hindered effective implementation of CRK curriculum in JSS.	3.6842	1.54404	38
Going into the teaching profession just to earn a living is also a hindrance to effective implementation of the curriculum.	3.6842	1.31735	38
Teaching CRK without passion for it is on its own a hindrance to effective implementation of its curriculum.	2.8947	1.08527	38
CRK teachers' personality and attitude affect the attitude of students as well as their learning ability and performances in the subject.	2.5789	1.51803	38
Teachers' qualifications strongly influence classroom delivery as well as students' learning and performance in CRK.	3.7895	1.37856	38

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.470	2.579	4.316	1.737	1.673	.202	15