AN EVALUATION OF CHRISTIAN RELIGIOUS STUDIES CURRICULUM FOR JUNIOR SECONDARY SCHOOLS IN EBONYI STATE OF NIGERIA.

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ABSTRACT

This study aimed at evaluating the Christian religious Studies (CRS) curriculum for junior secondary schools in Ebonyi State of Nigeria. The CRS curriculum is used all over Nigeria for teaching Christian religious Studies. Survey design was adopted in the study. Three research questions and two null hypotheses that focused on the objectives of the study were formulated to guide the study. The respondents for the study were a sample of 336 junior secondary III students from 35 junior secondary schools drawn from the three educational zones of Ebonyi State using Proportionate Stratified Random Sampling Technique. The major instruments for data collection were a Christian Religious Studies Questionnaire (CRSQ) for teachers and students, a Junior Secondary Students' Attitude Questionnaire (JSSAQ), and a Students' Hypothetical Sociomoral Problem test (SHOMPT). Findings show among other things that the content of the JS CRS curriculum and the methods used in teaching the subject were quite adequate for achieving the objectives of the programme. The teachers perceived all the identified methods of teaching, except the lecture method, all the assessment techniques as relevant, while they agreed that the dearth of instructional materials and lack of qualified CRS teachers militate against the achievement of the objectives of the CRS curriculum. Prominent among the recommendations of the study were: that more qualified and experienced teachers who are professionally trained in the art of teaching CRS be recruited; that Government provides adequate instructional material in the form of teaching aids to facilitate teaching and learning in the schools; and that teachers in the field take advantage of in-service, sandwich and workshop programmes to improve.

Keywords: Curriculum evaluation, Religious education, Christian teachings, Learning outcomes, curriculum development.

INTRODUCTION
Background of the Study

In recent times, fierce controversies have raged on the issue of teaching and learning of Christian Religious Studies as a school subject in Nigeria (Ezeobata, 1993). Some scholars have argued that religion has no practical educational value and should not be taught in schools as an

academic subject (Njoku, 1987), while others like Cox (1966) and Amana (1987) held that if it must be taught, it must be in the form of comparative religion. This resistance has left its mark on the harmonized syllabus of Religious Education in Nigeria which was meant to teach Christian Religious konwledge (CRS) devoid of doctrinal content. Some social analysts (Nduka, 1983; Obuna, 1993; & Ojukwu, 1994) opined that this is one of the reasons for the government takeover of schools, and the near collapse of Religious Education in the schools. Obuna (1993) confirmed this view when he opined that: Our children began to be trained into intellectual giants but spiritual dwarfs. As these intelligent children grew older they had to create their own gods to fill up the religious vacuum. This is what has led to their setting up of secret societies, occult worship and ritual sacrifices in our universities and other third level institutions all over the country today (p.25).

However, in line with international trends, which were characterized by innovations and transformations in Religious Education, Nigeria undertook curriculum reforms to reassess her religious education programme at both the junior and secondary school levels. The Christian Religious Studies Curriculum, which was implemented in April 1985, is a result of these reforms. It is in recognition of the above and the search for a system that will contribute to good nation building that gave the study of Christian Religious Studies (CRS), top priority in the primary and junior secondary schools today. By this system every pupil or student is expected to learn it for the 3-3 segments of the 6-3-3-4 system of education, which is called "Christian Religious Studies" at both the Junior and Senior secondary school levels. When the Christian Religious Studies Curriculum was implemented in 1985, it was assumed that it would instill in our young people the required and desired knowledge, values, behaviours, attitudes and skills that would ensure their effective adaptation in an ever changing multi-faith and multi-ethnic society such as Nigeria. It was expected to contain not only the content of the Bible but also moral lessons or instructions for the youth (Adewale, 1975). It was believed that teaching and learning the Bible would help the Nigerian youth to prepare for useful living within the society and that the CRS teacher could help the youths to improve their morals and attitudes to God, to their fellow men, to their work and to the nation generally (Gaiya, 1981).

Ever since the implementation of the CRS curriculum, reactions of parents, people in articles e.g Mkena (1981) and other print media seem to indicate that the programme is encountering some

problems. They have criticized the fact that in many of the schools, Christian Religious Knowledge amounts to an exercise in sheer indoctrination where various denominations teach their different doctrines (Njoku, 1987). The bugging problem in the minds of many concerned Nigerians now is whether the junior secondary school CRS programme is achieving the expected goals or not. This calls for an appraisal of the programme which is the major task of this study.

Statement of Problem

Ever since the implementation of the CRS programme there has been questions as to the efficacy of the programme in instilling discipline and molding character and developing Christian attitudes in the youth. Research studies show that a good number of students, who offered the subject in public examinations, did poorly in them. In addition to such poor performance in CRS in schools there are indications of mounting social ills among students (Okafor, 1984; Ukigwe, 1987; Imodibe, 1987). The socio-political scene of Nigeria seems full of social ills, which give the impression that Christian Religious Studies is taught without the required impact. Questions have been raised about students' performance generally in school examinations and impressive researches have been carried out on the teaching of religion (Hillard, 1963; Goldman, 1964; Akubue, 1985; Amana, 1987). Unfortunately, none of these has addressed the problem encountered in the implementation of the programme, adequacy of its content and the effect of academic achievement in Christian Religious Studies on attitudes as they relate to sociomoral behaviour of the students. From this picture, the problem of this study could be summarized as the evaluation of the implementation of the Christian Religious Studies curriculum in the junior secondary schools. In other words, the problem can be stated in the following question: Is the Christian Religious Studies Curriculum fulfilling its specially stated objectives at the Junior Secondary School level?

Purpose of Study

The purpose of this work is to carry out a summative evaluation of the implemented CRS programme in the Junior Secondary Schools in Ebonyi State. Specifically it sets out to:

1. Obtain the views of the CRS teachers on the quality of the content and objectives of CRS in order to determine the extent to which the programme is actually meeting its expectations.

2. Find out the problems affecting the implementation of the CRS programme.

3. Determine the affective/behavioural outcomes of CRS from the students.

4. Determine if there is an association between cognitive acquisition of CRS and affective/behavioural life of the students.

5. Determine if the staffing of the CRS curriculum at the junior secondary school level is adequate.

Scope of Study

The research is limited to Ebonyi State of Nigeria. The study population is limited to junior secondary schools, which are Federal, State and Mission controlled. Besides, only the opinions of JSS CRS students and their teachers were considered. The discussion of the concepts of religion and morality as professed by various philosophers of education and the philosophical disputations by the different schools of thought also lie beyond the scope of this study. It limits itself to the objectives of the junior secondary school CRS curriculum as contained in the National Curriculum for Junior Secondary Schools (1985). Specifically, the major thrust of the study includes the input of the CRS programme, in terms of syllabus taught, equipment and staffing and as output the results of the Junior Secondary Certificate Examination (JSCE) in the selected schools in Ebonyi state.

Research Questions

For proper treatment of the delineated problems, the following research questions were raised to guide the study:

1. To what extent does the content of the junior secondary school (J.S.S) CRS curriculum achieve the objectives of the CRS curriculum?

2. What problems are encountered by teachers and students in the implementation of CRS programme in junior secondary schools?

3. To what extent are the methods used in teaching CRS in the junior secondary schools appropriate for achieving the objectives of the programme?

Hypotheses

The following null hypotheses, which were tested at 0.5 level of significance, were formulated to provide further guidance in this study:

Ho1 The performance of junior secondary students in CRS examination will not be dependent on their parental occupation.

Ho2 The junior secondary students' reaction to hypothetically posed socio-moral questions cannot be predicted from their achievement in junior secondary CRS examinations.

Theoretical Framework

A number of evaluation models have been suggested for the evaluation of educational programmes and processes. The study adopted Stufflebeam's (1971) framework to guide the study. The CIPP evaluation model identifies four types of evaluations, which correspond to four types of decisions namely, context, input, process and product and hence CIPP. Context evaluation serves as planning decision to determine objectives; input evaluation serves as structuring decisions to determine project designs; process evaluation serves as implementing decisions to control project operations, and product evaluation serves as recycling decisions to judge and react to project attainments. The CIPP model is adequate for this study which sets out to determine the extent to which the objectives of the JSS CRS curriculum have been achieved and the implications of these for CRS innovation. Although the theory combines input, process and output models, this study did not delve into the process of the programme. The input model is used to provide information on requirements and strategies to be employed to address the research questions generated in section 1.4 and the hypotheses postulated in section 1.5. Since implementation of the programme has begun the output model was used to assess the effectiveness of the methods and procedures applied.

Significance of Study

It is hoped that this study would help to identify the source of problems in the implementation of the CRS curriculum in the study area. This will keep the governments informed on who or what is responsible for the persistent problems impeding short term as well as long term success of the programme and also galvanize her into actions aimed at evolving final solution to the problems.

Furthermore, results from the study are expected to be of benefit not only to the students but also to school administrators, teachers handling the CRS programme and the society at large. For the students, it is hoped that the work would bring about the awareness and the social change at both national and local levels.

It is also hoped that the results of the research will stimulate competence in the acquisition of knowledge by students to cope with life so that they can live good and useful life in the community. For the school administration and teachers, it is possible that some of the findings may require the teachers being made to sit up through improvement of their teaching skills, through improvisation of materials and aids where they are lacking or insufficient. The principals may also, through the findings, 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.

In addition, the results from the study would generate in the policy makers and implementers an awareness of what is, in contradistinction to what ought to be. This is crucial in modifying approaches to problem situations, decision-making and curriculum innovation. They would equally act as preventive measure against possible failures of similar planning and implementation exercise in education in Nigeria in the future.

Finally, the study will certainly contribute to the knowledge of the local and national communities on the problems impeding the realization of the educational objectives in developing countries of the world with Nigerian case in focus.

Limitations of Study

In dealing with data on output, the researcher needed to make use of raw scores of students and not the letter grades representing their level of performance. This was impossible because letter grades were returned by WAEC and not raw scores. To get at the appropriate mean scores of students' performance, the median scores were resorted to. This may well have affected the final results in some manner. To guard against this, future researchers may resort to the use of MOCK results of the students to be able to get at the means of the raw scores.

METHODOLOGY

Research Design

The survey research design was adopted for this study. The variables for the study include the input of the CRS curriculum, in terms of syllabus taught, equipment and staffing and as output the results of the Junior Secondary Certificate Examination (JSCE) in the selected schools in Ebonyi State, a junior secondary school attitude test (JSSAQ) and a students' hypothetically posed socio-moral problem test (SHOMPT) served as output. The researcher opted for this design because the study per se is survey by nature.

Population

Two selected junior secondary schools under government and Private controlled schools each within the three Zonal Directorates in Ebonyi State made up the population of schools for the study.

Sample and Sampling Techniques

A proportionate stratified random sampling technique was used in selecting the sample of schools from the accessible population of schools. The number of schools selected from each zonal directorate was proportionate to the population of junior secondary schools in the Zonal Directorate. A total of six (6) junior secondary schools representing 11% of the accessible population of schools participated in the final study.

Instruments for Data Collection

The three instruments used for this study were:

1. Christian Religious Studies Questionnaire (CRSQ) for teachers and students.

2. Junior Secondary Students' Attitude Questionnaire (JSSAQ).

3. Students' Hypothetical Socio-moral Problem test (SHOMPT) for students.

Validation for the Instruments

In order to establish the content validity and worthiness of instruments used in the present study, the drafts of the instruments were subjected to content expert scrutiny. Since the questionnaire contents were mostly derived from the syllabus items of the CRS contents, it was thought that experts from the content area and the project supervisor were capable of making the judgment. The experts were provided with the units' contents, instructional objectives and recommended methods of instruction and requested to give their expert opinion on the language, relevance, and suitability of the present research items for the proposed study. They were specifically requested to indicate the appropriateness, comprehensiveness and clarity of the language of the test items in meeting the demands of a summative evaluation of the CRS programme. This effort is to ensure the content validity of the instruments is in line with Kerlinger's (1973) observation that the usual process for certifying the content validity of an instrument is to subject it to the scrutiny of relevant judges.

Reliability of Instruments

Reliability question is concerned with establishing the strength of the consistency promise of a measuring instrument in performing the job for which it is intended (Nwoye, 1985). The instruments were, therefore, pilot-tested in the northern senatorial zone of Ebonyi state. The decision to use the northern senatorial zone was informed by the fact that many people from different parts of the state could be found there. The zone can, therefore be regarded as a miniature of the entire state. To do this, 172 Junior Secondary III students drawn from 6 junior secondary schools (2 urban and 4 rural) from four Local Government areas within the Zonal

Directorate were selected and the questionnaire administered on them. The internal consistency coefficient for both the JSSAQ and SHOMPT instruments was established using the Cronbach-Alpha method. This in turn was to establish the homogeneity of items of the instruments. The reliability coefficient values of 0.94, 0.81, 0.95, 0.71 were obtained for the content area, teaching methods, instructional materials and the section on the assessment techniques respectively. On the other hand the value of 0.73 was obtained for problems encountered in teaching/learning CRK, 0.83 for availability and adequacy of instructional materials used in teaching CRS, and 0.87 for appropriateness of methods used in teaching the subject. The coefficient Alpha of 0.90 was obtained for the JSSAQ while 0.92 was obtained for the SHOMPT. The coefficient reliability for all the instruments was high. It was, therefore, concluded that the instruments are reliable.

Data Collection Procedure

The data for the study were collected through the administration of the instruments, by the researcher himself. Official permission was obtained from the principals of the sample schools before the administration of the instruments. The researcher collected the responses from the students at the end.

Method of Data Analysis.

The various data analysis tools used in the study are discussed here. The analysis was carried out based on the research questions and hypotheses stated.

Research Questions

The data for answering research questions 1 and 3 were analyzed using mean score and standard deviation, while those for answering research questions 2, were analyzed using frequency counts and percentage scores.

Hypotheses.

Hypotheses 1 and 3 were tested by using Chi-Square ($X2$) test. Since prediction is involved in hypothesis 2, simple regression analysis statistics was used to test this hypothesis in order to

predict students' hypothetically posed socio-moral behaviour from performance in the Junior Secondary Certificate Examination in CRS.

RESULTS PRESENTATION AND ANALYSIS OF DATA

Research Question One

To what extent does the content of Junior Secondary School (JSS) CRS curriculum adequately help in achieving the objectives of the CRS curriculum? Data collected with regard to Research Question One were analyzed descriptively using mean and standard deviation (SD) statistics and the findings reported in Table 1.

Table 1: Mean Scores & Standard Deviations for Adequacy of CRS Content in Achieving the Objectives of its Curriculum.

S/N	CRS Content	N0.	X	SD	Decision
1	Understanding religion as relationship with God.	35	3.86	0.3	Adequate
2	The Bible as God's revelation of Himself .	35	3.77	0.43	Adequate
3	The dignity of man in God's Creation	35	3.54	0.6	Adequate
4	Sin: a break in relationship and order.	34	3.59	0.74	Adequate
5	Ways of reconciling broken relationships.	34	3.35	0.98	Adequate

Table one reveals that the mean responses of the teachers to each item of the content area ranged from 3.86 to 3.35, while the variation in their responses ranged from 0.36 to 0.98 standard deviations. The results in the table show that the CRS teachers perceive all the content areas of the CRS curriculum as adequate in achieving the objectives of teaching CRS in Junior Secondary Schools. The variability in the CRS teachers' responses, as indicated by the values of the

standard deviations obtained, also shows that the teachers' opinion about the adequacy of CRS curriculum in achieving the objectives of the curriculum is homogeneous.

Research Question Two

What problems are encountered by teachers and students in the implementation of CRS programme in junior secondary schools? To answer research question two, CRS teachers and students were asked to indicate the problems militating against the effective teaching and learning of the contents of the CRS curriculum. The data collected were analyzed by finding frequencies and percentages of teachers' and students' responses as well as rank ordering the problems. Factors accepted as problems are those identified by at least 50% of the students and teachers. The results of the analysis are presented in Table 2.

Table 2: Percentage of Problems of Teaching and Learning CRS

S/N	Identified Problem areas	No	% response
	Problems by students		
1	Inadequate textbooks for topics contained in the syllabus.	235	73.44
2	Insufficient teaching materials.	220	68.32
3	Attitude of teachers/principals towards the teaching of CRS.	201	64.01
4	Inadequate number of qualified teachers in the subject area.	191	60.06
5	Ignorance of many Christian concepts.	188	59.49
	Problems identified by Teachers		
1	Dearth of teaching materials.	176	100.0
2	Inadequate number of qualified CRS teachers.	171	62.86

3	Poor reading ability by students.	170	45.71	
4	Lack of interest by students.	149	40.00	
5	Lack of conducive learning environment	147	37.14	

Table 2 reveals that CRS students generally perceived five factors as problems militating against the teaching and learning of CRS. The problems include, inadequate textbooks for topics contained in the syllabus, insufficient teaching materials, attitude of teachers/principals towards the teaching of CRS, inadequate number of qualified teachers in the subject area, and ignorance of many Christian concepts. The table also shows that CRS teachers generally perceived five factors as militating against the teaching and learning of CRS. The problems are dearth of instructional materials, inadequate number of qualified CRS teachers, Poor reading ability by students, Lack of interest by students and Lack of conducive learning environment.

Research Question Three

To what extent are the methods used in teaching CRS in the junior secondary schools appropriate for achieving the objectives of the programme? The data for answering the research question were computed by using mean scores and standard deviation. The mean score of 2.50 was used as the criterion for acceptance of teaching method as relevant. The results of the analysis are presented in Table 3.

Table 3: Mean and Standard Deviation of Teachers Responses on Appropriateness of Teaching Methods

S/N	Teaching Method	No of Respondents	X	SD
1	Lecturing	34	1.91	0.90
2	Story telling	34	3.56	0.56

3	Parables and allegories	34	3.03	0.87
4	Role Play	34	3.35	1.04
5	Class discussions	33	3.58	0.56
6	Narratives	35	3.37	0.69
7	Debates	34	3.09	0.87
8	Question and answers	35	3.51	0.78
9	Dramatization	35	3.66	0.64
10	Assignments	34	3.68	0.53

Note: X < 2.5

Table 3 shows that CRS teachers perceived all the identified methods except lecture method (X = 1.91) as appropriate for achieving the objectives of the programme. The standard deviations that ranged from 0.53 to 1.04 show that the teachers' responses are homogenous and indicate that the methods used in teaching CRS are adequate for effective teaching and learning. The teaching methods that were perceived as relevant include assignments, dramatization, class discussion, storytelling, questions and answers, role-play, parables and allegories, and debates. It is also shown that the most adequate method is the assignment method followed by dramatization and class discussion while the least adequate is the lecturing method.

Hypothesis One

The performance of junior secondary students in CRS examination will not be dependant on their parental occupation. This hypothesis was tested using Chi-Square (X^2) test. The result of the analysis is presented in Table 6.

Table 6: Result of Chi Square (X^2) Test of Difference in JSCE Performance due to Parental Occupation.

JSCE PERFORMANCE FREQUENCIES

Occupation	Fail	Pass	Credit	Excellent	df	X2 cal
Civil servants	14	31	24	8		
Farmers	32	31	7	4	12	19.98
Professionals	13	20	8	5		
Others	8	10	6	4		

Note X^2 critical = 21.03

Table 6 shows that X^2 calculated is less than X^2 critical. The null hypothesis that the performance of junior secondary CRS students will not be dependent on their parental occupation is therefore, retained.

4.7 Hypothesis Two

The junior secondary students' reaction to hypothetically posed socio-moral questions cannot be predicted from their achievement in junior secondary CRS examinations. Since the prediction of socio-moral behaviour of students from their achievement in junior secondary CRS examinations is involved in this hypothesis, simple regression analysis was used to test the hypothesis. The result of the analysis is presented in Table 7.

Table 7: Simple Regression Analysis for Prediction of JSCE performance from SHOMPT scores.

Variables	R	r^2	Standard error of estimate	Beta	t	significance level
SHOMPT JSCE Scores	0.223	0.05	14.7085	0.223	16.566	0 .070

Note: r critical = 0.195; P. < .05

Table 7 indicates that JSCE performance of students is a significant predictor of SHOMPT. Since the calculated value of r (0.223) is greater than the critical r (0.195), there is a significant positive relationship between the two. This implies that the null hypothesis that 134 junior secondary students' reaction to hypothetically posed socio moral questions cannot be predicted from their achievement in junior secondary CRS examinations is rejected. This also means that there is a positive relationship between the students' academic performance and reaction to hypothetically posed socio moral test.

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

This chapter presents a summary of the major findings of the study. It also examines the implications of the research findings to the CRS programme of studies in the junior secondary schools. A brief review of issues of significant importance is also made here.

Summary of Findings

The study was a summative evaluation of the CRS curriculum to determine how effective the implementation of the developed programme has been at the junior secondary school level. Such an exercise became more relevant in the face of fierce controversies that have raged on the issue of teaching and learning of CRS as a school subject in Nigeria and the general complain that religion has no practical educational value and should not be taught in schools as an academic subject and if it must be taught, then it must be taught in the form of comparative religion. The

study critically examined the input of the CRS curriculum, in terms of syllabus taught, equipment and staffing, and as output the results of the Junior Secondary Certificate Examination (JSCE), a junior secondary students' attitude test and a students' hypothetically posed 140 socio-moral problem test (SHOMPT) in selected schools in Ebonyi State. The five research questions and four hypotheses that guided this study were the themes around which the study was organized. The following answers were provided to the research questions:

1. The content areas of the junior secondary CRS curriculum were adequate for achieving the objectives of the programme.

2. Certain factors such as insufficient teaching materials, inadequate number of qualified teachers in the subject area, among others militated against the effective teaching and learning of CRS at the junior secondary level.

3. The identified methods used in teaching CRS in the junior secondary classes, except the lecture method, were perceived as appropriate for achieving the objectives of the programme

4. There was a dearth of instructional materials for teaching CRS in the junior secondary schools in the study area.

5. The attitude of CRS students towards the study of the subject was generally positive.

6. Eight out of the ten methods of assessment used in CRS were considered relevant for achieving the objectives of the CRS programme although some are used more than the others.

7. The reaction patterns of junior secondary CRS students to hypothetically posed socio-moral problem test were very high.

8. The performance profile of junior secondary students in CRS certificate examination was generally good.

The results of the hypotheses tested indicate that:

1. The performance of JSS CRS students was not dependent on their parental occupation.

2. The JSCE performance of the students was a significant predictor of the junior secondary CRS student's reaction to hypothetically posed socio-moral questions.

3. There was significant relationship between the CRS students' attitude towards the study of CRS and their reaction to hypothetically posed socio-moral problems.

Discussion of Results

The adequacy of the curriculum content in achieving the objectives of the programme and the homogeneity of the opinion of the respondents must be seen in the light of the point raised by Matthew (1966), Mkena (1981), and Sabe (1990) that knowledge of the contents of the Bible alone cannot equip children adequately for life. Sabe's (1990) point that CRS has continued to be taught simply as Bible Knowledge consisting of bible stories where students memorize facts and reproduce same for the purpose of external examinations, has some implications for this study. As long as the lessons to be drawn from the biblical stories are not given the deserved attention, and the whole purpose of teaching the subject is not understood by both teachers and students, content of the curriculum alone cannot achieve the desired goals. The point is in consonance with Adewale's (1975) observation that: "the purpose of education is not to stuff the minds of the students with facts only but to refine their morals, educate their spirits and prepare them for a life full of sincerity and purity" (p.54).

Moreover, to make religion a core subject at the junior secondary level and optional at the senior secondary school level is to forget that religious knowledge is not acquired on a once and for all basis. The truth of the matter is that what is known about religion when at the junior secondary level can never be enough for the later years. Life poses new questions, hitherto unfamiliar problems and fresh challenges. If one does not grow in one's knowledge of one's religion, it will be impossible to make faith relevant to a new surrounding. And this can cause religious doubt or shipwreck of ones faith. This probably accounts for the half baked Christians who are intellectual giants, university graduates and undergraduates, in the secular fields but spiritual dwarfs and babies in matters of religious knowledge.

The identification by over 60% of the students and over 62% of the teachers of the inadequacy of the number of qualified teachers and over 68% of the students and 100% of the teachers of the

dearth of teaching materials as problems militating against the effective teaching and learning of CRS in the junior secondary schools cannot be taken lightly. It is true that variables like the learner, the environment and the content do affect learning outcomes (Obioha, 1982, Bomide, 1984) but the importance of teachers in the success of any educational programme cannot be underestimated. Staffing therefore, constitutes the corner stone of any educational pursuit as it is also the most important single factor in school programmes.

Recommendations

Based on the results of the study, the following recommendations are made:

Education administrators should employ expert to revise CRS curriculum to meet the demand of the current situation. This will contribute in grooming pupils in the principles of social justice, training in civic virtues and the basis of national, and international understanding.

Government should provide teaching and learning facilities that help in the successful teaching and learning of CRS. These include adequate textbooks, instructional materials in the form of teaching aids such as audio-visual aids, tape recorders, and projectors of different types. These will enable both the teachers and the students to be up to date with facts and new trends in the study of CRS. There is need for experts in the area to be encouraged to write books conceptualized in the Nigerian setting.

Government should recruit more qualified and experienced CRS teachers who are professionally trained in the art of teaching CRS for optimal performance. Those already employed need to be given opportunity for self-improvement by being sent on in-service training.

Teachers should try and make their CRS lessons very fascinating and enjoyable so as to make students develop positive attitudes towards the subject and hence enhance performance in the subject.

Conclusion

Innovations are expected to create positive results. The CRS curriculum, as the other curricula, must produce the desired change if it is not faulty. This was the outstanding issue that advised

this study - to find out how effective the CRS programme has been in achieving its objectives. It was concluded that:

 A new orientation is required in the teaching and learning of CRS to check lapses and update content matters for consideration of current changes in the society.

The dearth of instructional materials, lack of qualified CRS teachers, and the like, militate against the achievement of the objectives of the CRS curriculum.

The occupation of parents and the gender of students do not affect performance in CRS examinations.

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