**AVAILABILITY OF QUALIFIED TEACHERS IN EFFECTIVE TEACHING AND LEARNING OF CRS IN JUNIOR SECONDARY SCHOOLS ENUGU**

**Abstract**

This academic work examines the availability of qualified teachers in effective teaching and learning of CRS in junior secondary schools enugu. The specific objectives of the study were to Determine the Challenges to Effective teaching and Implementation of CRS Curriculum among Secondary Schools, to Determine How teachers quality in terms of higher academic qualification impacts CRS learning outcomes among secondary school and to Determine How could effective use of teaching methods help in attaining CRS learning outcomes among secondary school. The research employed a survey design usin questionnaire as its research instrument. The study revealed that The academic qualification of teachers improves teachersjob effectiveness, That effective use of teaching methods could help in attaining CRS learning outcomes among secondary school pupils in the area. and that adequate combination of some methods would yield positive result.

[**CHAPTER**](https://projectchampionz.com.ng/tag/chapter/)**ONE:  
INTRODUCTION  
1.1 BACKGROUND OF THE STUDY**

Realizing from the onset the importance of education, Lawal (2003) points out that “Education is a powerful instrument of social progress without which no individual can attain professional development.” It then follows that the best way to enhance instruction is through teacher education programs, which are key to understanding both teaching and learning. Such programs are meant to help individual teachers grow and develop as teachers, provide them with the skills and professional abilities to motivate children to learn, and to assist them in acquiring the right understanding of the concepts, values, and attitudes needed, not only to manage classroom instruction but also to contribute to the society in which they are born, grow, and live. Thus, teacher education is designed to produce a highly motivated, sensitive, consci-entious, and successful classroom teacher who will handle students effectively and professionally for better educational achievement. For this reason, teacher education is a part of the education process or training that deals with the art of acquiring teaching skills. It is an essential exercise that enhances the skills of learning and teaching.

In Nigeria, reasonable preparations are made to improve teachers’ professional development through the establishment of colleges of education, both at the federal and state levels. Institutes of education and faculties of education in various universities are also established to provide effective and professional teacher education programs. In such institutions, students are trained to form habits that will help them become teachers capable of shouldering responsibili-ties, showing initiative and being good models for their future pupils.

Additionally, the National Policy on Education [NPE] (1989) Section 9, sub-section 65 states that at the National Certificate in Education (NCE) anddegree levels, teacher education programs will be expanded to cater to the requirements of vocational, technical, and commercial education. The sub-sec-tion also recognizes the problems with Nigeria’s education system and the fed-eral government’s promises to implement the commission’s recommendations by providing physical facilities and qualified staffs in schools. Sub-section 67 acknowledges the federal government’s willingness to direct the universities to work out a program to make it possible for suitable qualified holders of the Na-tional Certificate in Education (NCE) to complete a degree in education at the university in two years instead of the present three years. Sub-section 73 states that teacher education will continue to recognize changes in methodology and curriculum, and with the promise that teachers will be regularly exposed to innovations in their profession, in-service training will be developed as an in-tegral part of continuing teacher education. The NPE further argues in sub-section 74 that “No matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education for teachers will continue to fill these gaps. For instance, library service educa-tion, evaluation techniques, guidance and counseling, etc. will be systemati-cally planned so that successful attendance at a number of such courses will attract incremental credit and/or count towards future advancement.”

Even with all these statements and programs in place, little has been achieved. However, the goal for which these moderate preparations were made has had no meaning because we have always expected that the products of these institutions will be employed to handle the instructional processes in our schools for which they are trained, yet incompetent teachers are still employed to carry out teaching. Educators in Nigeria (e.g., Adigwe, 1992; Odor, 1995) have argued that the falling educational standards can be attributed to the use of teachers who are unqualified for instructional purposes, including those with general education (academic) qualifications such as BSc., BA., MSc., and MA. degrees etc. Those of us who care about education and how to best to improve its quality worry about this development in Nigeria.

The teaching of CRS dates back to the 19th century with the pioneers of Nigerian education (Banjo, 2003). During the missionary administration because of the moral values it teaches the people. Following the government takeover of schools, Nigerian, secondary school curriculum was reviewed and more emphasis was placed on the studies of science and technological subjects. This shift affected the study and interest of students in CRS in school system leading to poor enrollment in CRS. Gbenda (2004) stresses that student’s enrollment and interest in CRS could as well be as of result of inadequate provision of teaching aids, fewer professional teachers and lack of incentives among other things. Njoku (2009) equally adduced that poor enrollment of student in CRS could be attributed to teacher’s instructional delivery system and teachers’ personality. CRS is taught in all the senior secondary schools in Nigerian as an elective subject. The elective nature of the subject in senior secondary schools in Nigeria equally reduced the number of students that register for the subject in West African examination council (WAEC) and national examination council (NECO) as well as other internal examination. CRS is a subject that bases its teaching on the life and teaching of Jesus Christ (Ugwu, 2001) as a teaching subject, it is not only geared towards converting people to Christianity, but is necessary for value formation, orientation and reorientation of value system as well as spiritual upliftment of the student. Ali and Akubue in Njoku (2009) observed that, CRS is a subject which aims at developing and fostering in the lives of the students Christian attitudes and values such as respect to life, obedience to constitutional authority, responsible self, selfless series to God and humanity. To them, CRS is seen as an academic discipline that is designed to provide the leaner with moral and spiritual transformation. This shows that CRS is the study of Christian lifestyles such as love, caring, patience, faith, forgiveness and hope in God as well as good relationship among men. Obanya in Njoku (2004) maintained that CRS like every other subjects has five features. These features are; a set of rational theoretical formulation, inherent capacity for growth, applicable solution to human problems, organized Body of the knowledge and a degree of uniformity with other area of academic activities. In the context of this study, CRS is defined as a social science subject that teaches students good moral behaviour, fearing of God, knowledge and skills that will make them to contribute their quota in socio-economic and moral development in senior secondary schools. The inclusion of sound religions and moral values in the life of students invariably could help in the development of spiritual and moral sound being of the students. These important values attached to the study of CRS in schools cannot be achieved if teachers do not utilized effective teaching method that appeals to all the senses of students in leaning situations.

Following the shift in the study of CRS, motivation started dwindling, and interest in the subject dropped Arinze (1982:28) observed that the teaching of the subject witnessed slackening of control by principals /head teachers, difficulty of training and assigning teachers, placing the subject in the school timetable, teachers’ lack of commitment and other defects such as students’ dishonesty, examination malpractices and disrespect to mention but a few. In support of the above assertion, Ndarwa (2007) maintained that pupils nowadays are groomed to be intellectual giants in science and technology with little or no interest in the moral growth, this he referred to as spiritually dwarfism. Ndarwa maintained that when the children /pupils grow older, they may create an avenue to close the spiritual vacuum. Some of the pupils may join secret cults to perpetuate evil in diverse forms.

The major aims of inclusion of CRS in the education curriculum is to raise generation of people who can think for themselves, respect the views and feelings of others, appreciate dignity of labour and those moral values specified in the broad national aims as good citizens. While at the secondary school level the subject is meant to prepare learners for useful living through inculcation of Christian attitudes and values, and to prepare learners for higher education (Akubue, 1992:16-17).

**1.2 Statement of the Problem**

Nigerian society today like other nations of the world is undergoing through some aspect of moral decadence or moral degradation associated with world-wide development. The moral status of the society has reached to the level one could ask what role multiple religious groups play in building up moral society. The moral ills identified among the secondary school pupils have raised questions on the efficacy of teachers teaching religious studies on shaping moral behavior. CRS curriculum review of 1983 included inculcation of moral values in the content in order to address challenges of moral behaviour among pupils, but the aim seems to be under siege.

Scholars like Njoku (2012) attributed the breakdown in moral behaviour of the school pupils to teachers’ attitude and government lack of commitment to the teaching of CRS as some that are committed do not handle the subject well, which has made it almost impossible for learners to attain the set goals. It is against this background that the researcher sought to find out if teachers quality and effective use of teaching methods could enhance attainment of desired learning outcomes in the pupils’ lives.

**1.3 Purpose of the Study**

The purpose of the study is to:

1. Determine the Challenges to Effective teaching and Implementation of CRS Curriculum among Secondary Schools
2. Determine How teachers quality in terms of higher academic qualification impacts CRS learning outcomes among secondary school
3. Determine How could effective use of teaching methods help in attaining CRS learning outcomes among secondary school

**RESEARCH QUESTION**

The research questions for the study are:

1. What are the Challenges to Effective teaching and Implementation of CRS Curriculum among Secondary Schools
2. How could teachers quality in terms of higher educational qualification impact CRS learning outcomes among secondary school pupils in Enugu Nigeria
3. How could effective use of teaching methods help in attaining CRS learning outcomes among secondary school pupils in in Enugu Nigeria

**Significance of the Study**

The study would be beneficial to students, teachers, religious instructors, curriculum planners, educational administrators, researchers and textbook authors.

To students, the study would help to improve their understanding of CRS and thus adjust properly in the society through active participation in the classroom leaning which stimulate their interest and change the negative perceptions they already have in learning CRS and this invariably help them to develop the affective domain of knowledge in secondary schools. They would equally perform better in internal and external examinations without depending on examination malpractice which have been the problem in the educational sectors. This is because the student stands a chance of becoming masters on their own through involvement in different roles in the classroom. The findings of the study would help teachers to have an insight into the meaning, application and problems of using role play method of teaching and thus change their method when the need arises for proper students’ achievement and interest in CRS in secondary schools. The relevance of effective method in the implementation of Christian religious studies in secondary school would be made known to teachers as they are the chief implementer of planned curriculum of schools. This could be done by teachers observing the students performing their roles and equally identifies the individual’s problem in using the method in the teaching and learning of CRS in secondary schools.

Religious instructors and bodies are not left out as they would understand the best way to educate children in the principles and practice of Christianity which invariably will promote peace and harmony as well as co-existence in the Nigerian society. Curriculum planners or designers would be made to understand curriculum problems that affect the application of effective teaching method like Role-play in the implementation of CRS curriculum in secondary schools especially in enugu LGA

The findings of the study would expose the educational administrators to the importance of conducive environment in teaching and learning and thereby put these environmental conditions such as classroom building, learning materials, quality library etc, in order for proper implementation of Christian Religious Studies curriculum. They would equally be meant to understand the interactional effects of gender and role-play method and thus help teachers to initiate change where appropriate. The findings of the study as well as the concepts, theories and methods would be reference materials for researchers especially those that specialize in Christian Religious Studies. Finally, the textbook authors on education would benefit from the study by updating their knowledge on the techniques and besides disseminate the findings through textbooks they publish.

The larger society would equally benefit from this study. This is because, the effective teaching and learning of CRS will bring desirable change in behaviour of students and this invariably would help to reduce high level of religious tolerance, hatred, killing, conflict, terrorism, militancy, and other insurgences that is ravaging Nigerian society.

**Scope of the Study**

The study covered co-educational senior secondary schools in Enugu Nigeria. It also covers four content areas such as God’s protection, Gods’ provision, Eli and Samuels’ Children and example of King Asa. The choice of co-educational secondary schools in the study is because the study deals with gender therefore, using co-educational schools could help the researcher to compare the achievement and interest of both boys and girls.