

## Re-Imaging Education Through Technology and Innovation for Students' Interest in Christian Religious Studies Curriculum in Public and Private Senior Secondary Schools in Enugu State, Nigeria

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### Abstract

Integrating technology in Christian Religious Studies revolutionizes education and embracing technology is pivotal for modern education. Hence, this study investigated re-imaging education through technology and innovation for students' interest in Christian religious studies curriculum in public and private senior secondary schools in Enugu State, Nigeria. Three research questions and three corresponding hypotheses guided the study. The study adopted descriptive survey research design. The study made use of the population of 8,466 SS II students CRS students from the different public and private secondary schools in Enugu State, Nigeria. The sample size of this study was 384 SS II CRS students using the Taro Yamane formula for sample size: 202 Students in public schools and 182 students in private schools. The instrument for data collection in this research was researcher-developed questionnaire titled re-imaging education through technology and innovation for students' interest in Christian religious studies curriculum (RETI-SICRS-CQ). The data collected were analyzed using mean and standard deviation for the research questions whereas t-test was used to test the hypothesis at significant level of 0.05. The findings of the study based on the data analyzed and discussed revealed that students in public and private schools agree that there are technology and innovations in CRS curriculum that enhances interest in CRS and rarely does teachers integrate such technology and innovation in CRS curriculum. Also, the findings revealed that there are roles technology plays in enhancing students' interest in CRS curriculum. Based on the findings of the study, it was recommended that school authority should supervise teachers to ensure adequate integration of technology in CRS curriculum. Students in public and private schools should be encouraged to utilize technology in CRS lessons. Government and private school authorities should look into the roles of integrating technology in CRS curriculum with a view of upholding its roles to ensure lasting aid to technology in schools.

**Keywords:** *Re-Imaging, Education, Technology and Innovation, Students' Interest, Christian Religious Studies, Curriculum, Public and Private Senior Secondary School.*

## INTRODUCTION

The integration of technology and innovation in education has transformed the learning landscape, offering unparalleled opportunities for student engagement, motivation, and academic achievement. However, the effectiveness of technology-enhanced instruction in promoting student interest in specific subjects, such as Christian Religious Studies (CRS), remains a topic of ongoing debate. In Nigeria, Christian Religious Studies (CRS) is a subject in both junior and senior secondary schools, aiming to foster spiritual growth, moral values, and cultural awareness among students. Despite its importance, CRS has often been perceived as a dry, theoretical subject, leading to waning student interest and poor academic performance. But, in recent times, there have been intense global campaigns for the integration of technology in the teaching of school subjects especially Christian Religious Studies (Efido, Oti & Ilechukwu, 2024). The subject embraces morals, virtues, norms, and mutual fellowship with people in the society. It can be called the subject of humanity. It promotes godly relationship with God and man. In the view of Orji (2015), CRS through its moral values makes morality an indispensable tool which the society uses to interpret socio-political, economic and other actions, so as to maintain good governance and stability of the state. It has been one of the subjects that tries to promote peace and unity among diverse cultures in a society as well as enhance the moral tone, growth, and development of such a society. In trying to emphasize the importance of CRS, Okon (2015) said that it is used to regulate the behavioral activities in the society as to what is good and godly, which the society uses to foster peace and maintain law and order as well.

Research has consistently shown that student lack of interest in CRS is a pervasive issue in Nigerian senior secondary schools. Factors contributing to this disengagement include: outdated teaching methods where traditional teaching approaches often focus on rote memorization, failing to cater to diverse learning styles and preferences. Lack of relevance where students may perceive CRS as disconnected from their everyday lives, leading to a lack of interest and motivation and insufficient resources that gives room for limited access to quality educational resources, including textbooks, technology, and infrastructure, can hinder effective teaching and learning. More rightly put, technology in school curriculum should be more about the human touch than just machines (Efido & Oti, 2021). Hence, the need for strategic integration of technology and innovation in CRS.

The strategic integration of technology and innovation in CRS education offers a promising solution to address students' interest. Technology-enhanced instruction can enhance engagement because interactive digital content, simulations, and games can increase student participation and motivation. Improve relevance whereby real-world applications, case studies, and multimedia resources can help students connect CRS to their everyday lives and increase accessibility which means that digital resources and online platforms can provide equal access to quality education for students with diverse needs and abilities. It makes teaching and learning more real, concrete and immediate if certain basic facilities put in place, and workshop organised to impact knowledge and techniques required to carry out preventive and productive maintenance to avert the breakdown of critical equipment and machinery (Efido, Oti & Ilechukwu, 2024). Technology refers to the application of scientific knowledge for practical purposes (Ogbu, Efido & Asogwa, 2024). It encompasses a broad range of tools, techniques, and methods used to create products, services, and systems that meet human needs and improve the quality of life. Technology includes: hardware, software, networking, data, processes and services. In a broader sense, technology can also refer to any tools or technique developed to

solve a problem or improve a process such as medical technology, Agricultural technology, environmental technology and educational technology. Technology is a dynamic and constantly evolving field, driving innovations and progress in every aspect of life including education (UNESCO, 2010). The advent of technology has revolutionized the educational landscape, transforming the way we teach, learn, and interact. The integration of technology in education has become a global phenomenon, with institutions worldwide embracing digital tools and methods to enhance academic outcomes, increase accessibility, and foster student engagement (Adebayo, 2017). While there is a growing body of research on technology-enhanced instruction in various subjects, there is a dearth of studies specifically investigating the impact of technology and innovation on student interest in CRS in Nigerian senior secondary schools. This study aims to address this research gap by exploring the potential of technology and innovation in reimagining CRS curriculum and promoting students' interest in the subject. This research has significant implications for educators, policymakers, and stakeholders in Nigerian education. The findings will provide valuable insights into the effectiveness of technology-enhanced instruction in promoting student interest in CRS, ultimately informing the development of innovative educational strategies and policies that cater to the diverse needs of Nigerian students.

Despite the importance of Christian Religious Studies (CRS) in fostering spiritual growth, moral values, and cultural awareness, students in public and private senior secondary schools in Enugu State, Nigeria, research have shown a significant lack of interest in the subject. The traditional teaching methods employed in CRS education have been criticized for being outdated, ineffective, and failing to engage students in meaningful learning experiences. Other factors responsible for this include: low student motivation where students often perceive CRS as a dry, theoretical subject, leading to a lack of motivation and interest. Inadequate teaching methods where the dominant use of lecture-based instruction and rote memorization has been ineffective in promoting student engagement and understanding; limited access to resources where many schools in Enugu State lack access to quality educational resources, including textbooks, technology, and infrastructure, hindering effective teaching and learning and disconnection from real-life experiences which makes students often fail to see the relevance of CRS to their everyday lives, leading to a disconnection from the subject matter. The following research questions guided the study;

- 1) What are the technology and innovations in CRS curriculum to enhance students' interest in CRS in public and private senior secondary schools in Enugu State?
- 2) How often does teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in public and private senior secondary schools in Enugu State?
- 3) What role does technology play in enhancing students' interest in CRS curriculum?

### **Hypothesis**

- 1) There is no significant difference in the mean ratings on the technology and innovations in CRS curriculum to enhance students' interest in public and private schools in Enugu State.
- 2) There is no significant difference in the mean ratings of students in public and private schools on how often teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in Enugu State.

- 3) There is no significant difference in the mean ratings on the roles technology play in enhancing students' interest in CRS curriculum in public and private schools in Enugu State.

## METHODS

The study adopted a descriptive survey research design. Survey research design is a type of design that seeks to describe an event, situation, or action as it appears. According to Nworgu (2015) survey research design is one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be representative of the entire groups. The design was found appropriate and hence chosen for the study because questionnaires was used to collect data, the findings from which would be used to make generalization about the population.

The area of the study was Enugu State, Nigeria. The target population of the study comprised 8,466 SS II CRS students from the different public and private secondary schools in Enugu State, Nigeria. The sample size of this study was 384 SS II CRS students using the Taro Yamane formula for sample size: 202 Students in public schools and 182 students in private schools.

The instrument for data collection in this research was researcher-developed questionnaire titled: re-imaging education through technology and innovation for students' interest in Christian religious studies curriculum (RETI-SICRS-CQ). The rating scale consisted of three clusters of A, B, and C.

Cluster A were eighteen items that provides information on the technology and innovations in CRS curriculum that enhances students interest in CRS in public and private senior secondary schools.

Cluster B were on how often teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in public and private senior secondary schools and cluster C were on the roles technology plays in enhancing students' interest in CRS curriculum. The clusters were made up of a Likert rating scale of Strongly agree (SA), Agree (A), Disagree (D), and strongly disagree (SD) for clusters A, C and E and while clusters B and D were on Always (A) Sometimes (ST) Rarely (R) Never

The instrument was face-validated by three experts. The experts were given drafts of the structured questionnaire which were based on the purpose of the study, research questions and corresponding hypothesis. The experts' comments, as well as suggestions resulted in restructuring the purpose of the study, research questions and hypothesis. It also resulted in restructuring some of the items and deleting the unnecessary ones which led to the production of the final copy.

The instrument was administered directly to the respondents. The rating scale was distributed manually to all the CRS students in public and private senior secondary schools in the sampled schools with the permission of the principal of the sampled schools.

The administration and retrieval of the questionnaire was done by the researcher and assistants, and this ensured accurate return of the 384-instrument given out. The data collected were analyzed using SPSS version 20, while research question were answered using mean and standard deviation. Whereas independent t-test was used to test the hypothesis at significant level of .05

## RESULTS

**Table 1: Means-scores of student's responses on the technology and innovation in CRS curriculum that will enhance their interest in public and private senior secondary schools in Enugu State**

S/N	Item Statement	Public			Private		
		MEAN	SD	DEC	MEAN	SD	DEC
1	Computers	2.67	.87	Agree	2.56	.95	Agree
2	Tablets	2.89	.78	Agree	2.63	.97	Agree
3	Smartphones	2.67	.70	Agree	2.50	.98	Agree
4	Television	3.33	.50	Agree	2.87	.79	Agree
5	Radio Recorder	3.00	1.00	Agree	2.96	.83	Agree
6	Power Point presentation	3.00	.70	Agree	2.53	.67	Agree
7	Multimedia Projector	3.22	.83	Agree	3.18	.91	Agree
8	VCD/DVD	3.33	.70	Agree	3.18	.85	Agree
9	DVD	3.22	.83	Agree	2.83	.79	Agree
10	YouTube videos	3.00	1.11	Agree	2.91	.89	Agree
11	Video machine	2.67	.70	Agree	2.56	.95	Agree
12	Electronic Whiteboard	2.78	.67	Agree	2.63	.97	Agree
13	MP3/MP4	2.78	1.48	Agree	2.50	.98	Agree
14	Movies and Films	3.00	.00	Agree	2.87	.79	Agree
15	Interactive whiteboards	2.56	.98	Agree	2.96	.83	Agree
16	Educational software	2.54	.80	Agree	2.53	.67	Agree
17	Online resources (e.g., videos, podcasts)	2.63	.86	Agree	2.89	.78	Agree
18	Mobile apps	2.79	.87	Agree	2.67	.70	Agree
	<b>Cluster Mean</b>	<b>3.03</b>	<b>.52</b>	Agree	<b>2.81</b>	<b>.33</b>	Agree

**Key:** Strong disagrees (SA) Disagree (D) Agree (A) Strongly Agree (SA) Decision (DEC)  
Standard deviation (SD)

In table 1, measures of central tendency and measures of dispersion were computed to summarize the data for which are the technology and innovations in CRS curriculum that will enhance students' interest in CRS in public and private senior secondary schools in Enugu State. The result showed that both students in public and private mean ratings for items 1-18 were within the range of 2.50 and above, which implies agree. Furthermore, the cluster mean ( $\bar{X} = 3.03$ ,  $SD = .52$ ) for students in public schools was within the range for agree while that of the students in private schools ( $\bar{X} = 2.81$ ,  $SD = .33$ ) was within the range for agree. This shows that both students in public and private school were of the opinion that there are technology and innovations in CRS curriculum that will enhance students' interest in CRS in Enugu State.

**Table 2: t-test Analysis of the difference in the mean responses of student's on the technology and innovation in CRS curriculum that enhances their interest in public and private senior secondary schools in Enugu State**

Respondents	N	$\bar{X}$	SD	t-value	Df	Sig.	Dec
Public	202	3.03	.52	-1.202	8.839	.261	NS
Private	182	2.81	.35				

**Note:**  $\bar{X}$  = Mean, SD = Standard deviation, df = degree of freedom, Sig. = Associated probability value, NS = Not Significant

The result in Table 2 showed an independent-sample t-test conducted to compare the mean rating of the response on the technology and innovation in CRS curriculum that will enhance students' interest in public and private senior secondary schools in Enugu State. The

result showed that there was no significant difference in the mean rating scores for students ( $\bar{X} = 3.03$ ,  $SD = .52$ ) and teachers ( $\bar{X}=2.81$ ,  $SD =.35$ ),  $t(-1.202) = 8.839$ ,  $p = .261$  two-tailed. The null hypothesis was therefore not rejected indicating there was no significant difference in the mean ratings of students in public and private schools on the technology and innovation in CRS curriculum that will enhance students' interest in Enugu State.

**Table 3: Means-scores of student's response on how often teachers integrate technology and innovation in CRS curriculum in other to enhance their interest in public and private senior secondary schools in Enugu State**

S/N	Item Statement	Public			Private		
		MEAN	SD	DEC	MEAN	SD	DEC
1	Computers	2.00	0.60	Rarely	2.90	0.31	Sometimes
2	Tablets	2.04	0.75	Rarely	2.70	0.47	Sometimes
3	Smartphones	2.11	0.71	Rarely	2.30	0.92	Rarely
4	Television	2.04	0.82	Rarely	2.50	0.92	Sometimes
5	Radio Recorder	1.97	0.84	Rarely	2.90	0.97	Sometimes
6	Power Point presentation	2.03	0.88	Rarely	2.90	1.07	Sometimes
7	Multimedia Projector	2.05	0.90	Rarely	2.90	1.41	Sometimes
8	VCD/DVD	2.16	0.92	Rarely	2.80	1.36	Sometimes
9	DVD	1.99	0.88	Rarely	2.20	1.01	Rarely
10	YouTube videos	2.17	0.94	Rarely	2.90	0.97	Sometimes
11	Video machine	2.16	0.94	Rarely	2.60	0.94	Sometimes
12	Electronic Whiteboard	2.13	0.93	Rarely	2.50	1.24	Sometimes
13	MP3/MP4	2.20	0.98	Rarely	2.50	0.95	Sometimes
14	Movies and Films	2.08	0.90	Rarely	2.30	1.22	Rarely
15	Interactive whiteboards	2.12	0.95	Rarely	2.90	1.25	Sometimes
16	Educational software	2.08	0.88	Rarely	2.40	1.07	Rarely
17	Online resources (e.g., videos, podcasts)	2.07	0.84	Rarely	2.67	.70	Sometimes
18	Mobile apps	2.11	0.94	Rarely	2.90	0.31	Sometimes
	<b>Cluster Mean</b>	<b>2.08</b>	<b>0.59</b>	Rarely	<b>2.96</b>	<b>0.73</b>	Sometimes

**Key:** Always (A) = 3.50-4.00 Sometimes (ST)= 2.50-3.49 Rarely (R) = 1.50-2.49 Never = 0.50-1.49 (N) Decision (DEC) Standard deviation (SD).

In table 3, measures of central tendency and measures of dispersion were computed to summarize the data for which are how often teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in public and private senior secondary schools in Enugu State. The result showed that students in public schools mean ratings for items 1-18 were within the range of 1.50-2.49, which implies that rarely does teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in Enugu State. In a similar vein, students in private schools had mean ratings within the range of 2.50-3.49 indicating that sometimes teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in Enugu State. While items 3, 9, 14 and 16 had mean ratings within 1.50-2.49 which show that rarely teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in CRS. Furthermore, the cluster mean for students in public schools (= 2.08,  $SD = 0.59$ ) was within the range for rarely while that of the students in private schools were (= 2.96,  $SD = 0.73$ ) was within the range for sometimes. This shows that CRS students in public schools were of the opinion that rarely teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest in CRS curriculum while the students in private schools opined that sometimes teachers

integrate technology and innovation in CRS curriculum in other to enhance students' interest in CRS in Enugu State.

**Table 4: Independent Samples t-test on the mean ratings of the student's response on how often teachers integrate technology and innovation in CRS curriculum in other to enhance their interest in public and private senior secondary schools in Enugu State**

Respondents	N	$\bar{X}$	SD	t-value	df	Sig.	Dec
Public	202	2.08	0.59	6.446	418	.000	S
Private	182	2.96	0.73				

**Note:**  $\bar{X}$  = Mean, SD = Standard deviation, df = degree of freedom, Sig. = Associated probability value, NS = Not Significant

The result in Table 4 showed an independent-sample t-test conducted to compare the mean rating of the students in public and private schools on how often teachers integrate technology and innovation in CRS curriculum in other to enhance their interest in Enugu State. According to the result, a t-value of 6.446 at a degree of freedom of 418 and associated probability (sig.) value of .000 were obtained from the analysis. For the fact that the associated probability (sig.) value of .000 is less than the 0.05 level of significance at which the result is being tested, this can be interpreted that the result is significant. Accordingly, the null hypothesis four which stated that there is no significant difference in the mean ratings of students in public and private schools on how often teachers integrate technology and innovation in CRS curriculum in other to enhance students' interest is rejected. Hence, inference drawn is that there is a significant difference in the mean responses of students in both public and private schools on how often teachers integrate technology and innovation in CRS curriculum in other to enhance their interest in Enugu State.

**Table 5: Means-scores of student's responses on the roles technology plays in enhancing their interest in CRS curriculum?**

S/N	Item Statement	Public			Private		
		MEAN	SD	DEC	MEAN	SD	DEC
1	Technology in CRS curriculum motivates students' interest	2.83	0.81	A	3.37	0.51	A
2	It stimulates enthusiasm and curiosity and suggest direction for study of CRS	2.95	0.83	A	3.11	1.05	A
3	It helps students to integrate media resources under the guidance of the teacher.	2.52	0.67	A	3	0.7	A
4	It makes education more productive through increasing the rate of learning by providing worthwhile experiences for the students	3.15	0.92	A	3.22	0.83	A
5	They make education more individual through providing many alternative paths with a variety of resources so that learning can take place according to the student's study preference.	3.14	0.88	A	3.33	0.7	A
6	They make access to education more equal for students wherever they are, through the portability of various materials and through the use of effective delivery system (such as air transmission, cables, and satellites) for transmitting information.	2.79	0.8	A	3.22	0.83	A
7	It enhances the use of smart class method and digitalized classroom	1.9	0.91	D	1	0	D
8	It promotes video-based learning method	2.83	0.79	A	3.22	0.83	A

9	It gives way for online tests method and courses	2.91	0.89	A	3	1.11	A
10	It supports online research	2.53	0.67	A	3	0.7	A
11	It promotes online educational videos and documentaries for students	3.18	0.91	A	3.22	0.833	A
12	Technology paves way for virtual field trips to historical religious sites for CRS students	3.18	0.85	A	3.33	0.7	A
13	It provides a platform for student's online discussions and forums for student engagement	2.83	0.79	A	3.22	0.83	A
14	It makes for educational games and simulations	2.91	0.89	A	3	1.11	A
15	It attracts virtual guest lectures from religious experts	2.79	0.93	A	3	0	A
16	It promotes online access to religious texts and resources	2.89	0.38	A	3.12	0.64	A
17	Provision of digital portfolios for student projects and assignments	2.79	0.8	A	3.22	0.83	A
18	It allows students to engage in new ways such as virtual tours of religious sites.	2.83	0.79	A	3.22	0.83	A
	<b>Cluster Mean</b>	<b>2.76</b>	<b>0.36</b>		<b>2.89</b>	<b>0.51</b>	<b>A</b>

**Key:** Strong disagrees (SA) Disagree (D) Agree (A) Strongly Agree (SA) Decision (DEC) Standard deviation (SD)

Measures of central tendency were computed to summarize the data for the role technology plays in enhancing students' interest in CRS curriculum in Table 5. Measures of dispersion were computed to understand the variability of scores. The result of the analysis shows that items 1-18 had mean ratings within the range of 2.50-3.49 which shows that students in public and private schools agree on the role technology plays in enhancing students' interest in CRS curriculum in Enugu State. The cluster mean of 2.76 and 2.89 respectively indicated that students in both schools agrees to the role technology plays in enhancing students' interest in CRS curriculum in Enugu State.

**Table 6: t-test Analysis of the difference in the mean responses of students on the roles technology plays in enhancing their interest in CRS curriculum**

Respondents	N	$\bar{X}$	SD	t-value	Df	Sig.	Dec
Public	202	2.76	.36	-.742	9.030	.477	NS
Private	182	2.89	.51				

**Note:**  $\bar{X}$  = Mean, SD = Standard deviation, df = degree of freedom, Sig. = Associated probability value, NS = Not Significant

The result in Table 6 showed an independent-sample t-test conducted to compare the mean ratings of students in public and private schools on the roles technology play in enhancing students' interest in CRS curriculum in Enugu State. The result showed that there was no significant difference in the mean rating for students in public schools ( $\bar{X}$  = 2.76, SD = .36) and students in private schools ( $\bar{X}$  = 2.89, SD = .51,  $t$  (-.742) = .477,  $p$  = .477 two-tailed. The null hypothesis was, therefore not rejected indicating there was no significant difference in the mean ratings of the roles technology play in enhancing students' interest in CRS curriculum in public and private schools in Enugu State.

## DISCUSSION

The findings of this study on research question one on the technology and innovations in CRS curriculum to enhance students' interest in CRS in public and private senior secondary

schools in Enugu State shows that both students in public and private schools agree that there are technology and innovations in CRS curriculum that enhances students interest in CRS. The findings of (Efido, Oti and Ilechukwu, 2024) does not support this finding. According to the author, digital education implementation can create enormous change within the educational sector and prepares students for the future. Panelalice, Bertrand, Erwan, & Masatoshi (2019) asserted that students need new skills as computer technology continues to be woven into their daily lives. It has become pertinent for technologies to be utilized in CRS curriculum. Ikwuka and Adigwe (2017) thought that traditionally, educational practices no longer provide students with all the necessary skills to survive economically in today's workplace. The use of ICT tools in teaching Christian Religious studies will enable the creation of new and effective learning environment which may quicken the pace of learning by students. Proper teaching and learning with ICT in schools will invigorate the schools' educational process and hold the promise of excitement for the students. Also, findings reveal that ICT as an instructional material has the potency of improving learning outcome in CRS if utilized by teachers in the learning process. According to Owulu, Ntamu, Ushie and Monity (2016) who averred that most researchers found out that there exists a significant influence on academic performance in CRS while no contrasting findings to this existed.

The findings of this study on research question two present how often teachers integrate technology and innovation in CRS curriculum in other to enhance students interest in public and private senior secondary schools in Enugu State. Obviously, technology provides dynamic and interactive tools that engage students in ways traditional methods cannot and should be used as often. This are rarely used in schools. Hence, (Efido, Oti & Ilechukwu, 2024) noted that the reason for the rarely used of technology in schools could be because of the challenges associated with it include: limited access to some of the technologies, fluctuation in internet connectivity, poor ICT literacy skills, inadequate technical skill support, inadequate funding and provision of technological equipment, lack of interest and commitment by the government and religious sectors, the attitude and interest of students towards technology in CRS, lack of sufficient professionally trained teachers and Auxiliary teachers' inability to upgrade their teaching skills. This finding is also in agreement with the findings of Efido (2022) who noted that the challenges militating against the effective use of ICT in teaching of CRS for qualitative education are inadequate technical skill support, poor electricity supply, attitude of the school administrators, inadequate funding and provision of ICT equipment, and lack of interest and commitment by the government and religious sectors.

The findings of this study on research question three present the role technology play in enhancing students interest in CRS curriculum The findings is in consonance with the findings of (Efido and Oti, (2022), who noted the roles of technology in education to include smart class method and digitalized classroom, video based learning method, converting books to portable document format (PDFS): online tests method and courses, conducting online webinars, supporting online research, and creating communities. In addition, Dare (2018), who noted in the study findings that technology has the potential to offer significant support to teaching and learning of CRS for qualitative Nigeria education. It gives sound infrastructure and financial strength; it makes teaching and learning more real, concrete and immediate if certain basic facilities put in place, and workshop organised to impact knowledge and techniques required to carry out preventive and productive maintenance to avert the breakdown of critical equipment and machinery. It ensures excellent contact in private, public and government sector; when sense organs are involved, it makes one to see real action and hear the sound.

## CONCLUSION

This study underscores the imperative for re-imagining education through technology and innovation for students' interest in Christian religious studies curriculum in public and private senior secondary schools in Enugu State, Nigeria. Hence, embracing technology's transformative power in the CRS curriculum is crucial in resuscitating students' declining interest in CRS curriculum. As technology continues to profoundly impact education, it's essential for curriculum implementers to integrate technology into teaching, fostering personalized learning, global connectivity, and innovative teaching methods. By investing in students, ensuring equitable access, and promoting responsible technology integration, Nigeria can empower its next generation with the skills needed for an innovation-driven future. Effective technology integration in the CRS curriculum is vital for stakeholders to promote and implementing the study's recommendations can propel Nigeria's 21st-century educational system to meet global standards.

## RECOMMENDATIONS

Based on the findings and subsequent discussion, this study recommends the following:

- 1) School authority should supervise teachers to ensure adequate integration of technology in CRS curriculum.
- 2) Students in public and private schools should be encouraged to utilize technology in education.
- 3) Government and private school authorities should look into the roles of integrating technology in CRS curriculum with a view of upholding its roles to ensure lasting aid to technology in schools.

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