



Perceived Impact of Technology in the Teaching and Learning of Christian Religious Studies Curriculum in Senior Secondary Schools in Enugu State, Nigeria

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Abstract

This study investigated the impact of technology in the teaching and learning of Christian Religious Studies Curriculum in Enugu State, Nigeria. Four research questions and hypotheses guided the study. Using descriptive survey design, the study made use of the population of 8,466 SS II students and 1459 CRS teachers from the different public 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: 186 Students and 198 Teachers. The instrument for data collection in this research was researcher-developed questionnaire titled impact of technology in the teaching and learning of CRS curriculum (IT-TALOCRSC-Q). The data collected were analyzed using mean and standard deviation for the research questions whereas t-test was used to test the hypotheses at significant level of 0.05. The findings of the study based on the data and discussion revealed that students and teachers utilized technology in teaching and learning to a low extent. Students and teachers agreed that technology has impacts in education and in the teaching and learning of CRS. There are challenges associated with the utilization of technology in teaching and learning in secondary schools. Based on the findings of the study, it was recommended that teachers should utilize technology in teaching and school authority should supervise teachers to ensure adequate use of technology in teaching and learning.

Keywords: Technology, Secondary School, Curriculum, Teaching, Learning and Christian Religious Studies

Introduction

Teachers are the actual implementers of any curriculum and Christian religious studies curriculum is not exceptional. Curriculum is a model, a document, including the organization of the educational environment, decisions taken by teachers regarding the learning process, or the opinions of society, families and external authorities (McLachlan, 2018). It contains how knowledge is perceived in a society, which type of knowledge are most preferred, which roles a teacher should have and where the student should stand among these elements are all reflected in the curriculum. In the Nigerian educational system, Christian Religious Studies plays a crucial role in shaping students' values and beliefs. Christian Religious Studies (CRS) is taught in junior secondary schools as one of the core subjects and as an elective in senior secondary schools and it requires technological resources for the teaching. Resources are essential for aiding teachers in effectively

imparting knowledge and fostering a deeper understanding of the subject.

The teaching of CRS dates back to the 19th century with the pioneers of Nigerian education because of the moral values, it teaches the people (Banjo, 2013). The inculcation of good values has been the objective of every educational system. The curriculum for teaching and learning of CRS in Nigeria schools is no exception. In agreement with the need for CRS in schools, the Federal Republic of Nigeria on National Policy on Education (FRN, 2014) states that education infused with religious instruction is believed to be capable of developing Nigerians who will be properly integrated into the mainstream of good citizenry. However, in Nigeria, religious knowledge is considered to be fundamental to the achievement of national unity and development. This aim from FRN, 2014 expressively place teaching and learning of CRS at the



apex of the various discipline that make up the school curriculum. Scholars have expressed conviction that CRS is a sure way to inculcate the desired moral values and attitudes into Nigerian students. Onubi (2011) explained that after an analysis, identification and selection of traditional Nigeria values in the sense of wide acceptability or broad agreement. Such values must be taught or imparted and the teaching of these values can be achieved via CRK. In the National Policy on Education (NPE), the teaching of CRS is explicitly implied as a discipline which can produce the desired character change in the nations' area of concern. Two main objectives in NPE (Revised 2011), suggest that the teaching of CRS is expected to: Inculcate the right types of values and attitudes for survival of the Nigeria society and inculcate values of national conscientiousness and national unity. In the same view, Gbari (2016) deduced the teaching and learning of CRS to include: Moral and spiritual training; intellectual training; transmission of cultural values; acquisition of skills; rationality of man training; transmission of cultural values; acquisition of skills; rationality of man developing the rational mind; and the development of all round worthwhile attitudes or behaviours. 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 the subject (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 students and interest in CRS could be attributed to teacher's instructional delivery system and teachers' personality. To effectively arouse students' interest in CRS, the author advocates the utilization of technology in teaching and learning of the subject.

In recent times, there have been intense global campaigns for the integration of Technology in the teaching of school subjects especially Christian Religious Studies curriculum. It was on the basis of this that Abdulla Al-Hawaj & Twizell, (2008) observed that the use of technology in the teaching and learning of most school subjects is critical to making learners learn better and teachers to teach well. It ensures transactional instructional communication where the teacher manages the human materials, time and space to make sure that instructional conditions help in drawing

student's attention to stimulation and recall stimulus thereby improving performance (Balash, Yong & Bin-Abu, 2011; Al-Ammary, 2012). In modern society, Technology is described as a colossus driving different fields of human endeavor to different destination. Hence, Nigeria can avail herself of the unlimited facilities provided by the ICT to re-launch the nation for the best. No doubt technology enables students to learn faster, remember longer, gain more accurate information and receive and understand delicate concepts. The use of technology in schools includes computers, internet facilities, audio-visual devices, multimedia projectors etc. Computers and internet facilities are now in place in many schools. It is envisaged that educators will see technology as a major teaching and learning device across all educational institutions. Kosoko-Oyedeko & Tella (2009) have shown that with the power of interactivity and participation of multimedia and communication devices, the computer proves an excellent tool for the teaching and learning of school subjects. It has been found that Christian Religious Knowledge tends to be abstract in some situation and to remove the abstractness associated with the subject, the use of teaching aid or instructional materials in the form of information and communication technology is essential (Efido, 2022). According to Owulu, Ntamu, and Monity (2016), technology are instructional equipment's and services which makes teaching and learning processes to be done electronically and provide access to a wide range of innovation, information and educational materials on the internet in order to bring the world into the classroom.

Statement of Problem

Christian Religious Studies has been taught in secondary schools Enugu State and it has been observed that majority of students in government secondary school performed poorly in Senior Certificate Examination. It has also been observed that there are lots of challenges affecting the effective teaching and learning of Christian Religious Studies in secondary schools in the study area. Poor performance in Secondary School Certificate Examination (WAEC) is caused by many factors such as; poor use of technology in education for teaching and learning, students ineffective study techniques, quality of teachers and method of teaching and learning, the parents inability to provide useful materials like textbooks, exercise books and school fees and problem of inadequate instructional materials for teaching and learning of Christian



Religious Studies in schools. However, the pivoting challenges of Christian Religious Studies is complex and can minimally be solved if the teachers and students change their attitude towards teaching and learning in schools generally and to Christian Religious Studies in particular. Therefore, the major concern of this paper is to examine the impact of technology in the teaching and learning of Christian religious studies curriculum in Enugu State, Nigeria.

Research Questions

The following research questions were posed for the study:

1. To what extent is the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State?
2. What are the general impact of technology in education?
3. What are the impact of technology in education for the teaching and learning of CRS Curriculum
4. What are challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria.

Hypothesis

1. There is no significant difference in the mean ratings of students and teachers on the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State
2. There is no significant difference in the mean ratings of students and teachers on the impact of technology in education in Enugu State
3. There is no significant difference in the mean ratings of students and teachers on the impact of Technology in Education for the Teaching and Learning of CRS Curriculum
4. There is no significant difference in the mean ratings of students and teachers on the challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria

Method

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 population of the study comprised SS II CRS secondary school students in the State. The target population was 8,466 SS II students and 1459 CRS teachers from the different public secondary schools in Enugu State, Nigeria. The sample size of this study was 384 SS II CRS students and teachers using the Taro Yamane formula for sample size: 186 Students and 198 Teachers. The instrument for data collection in this research was researcher-developed questionnaire titled impact of technology in the teaching and learning of CRS curriculum (IT-TALOCRSC-Q). The rating scale consisted of four clusters of A, B, C and D. Cluster A provides information on the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State. Cluster B consists of twelve items on the impact of technology in education. The items in Cluster C were on impact of technology in education for the teaching and learning of CRS curriculum and cluster D were on the challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria. The clusters were made up of a Likert rating scale of Strongly agree (SA), Agree (A), Disagree (D), and strongly disagree (SD).

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, and research questions. The experts' comments, as well as suggestions resulted in restructuring the purpose of the study, and research questions. 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 and teachers 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 this ensured accurate return of the 384-instrument given out. The data collected were analyzed using, frequency and percentage, mean and standard deviation. Whereas

independent t-test was used to test the hypothesis at significant level of .05

The result on the percentage distribution of the use of social media based on gender shows that female secondary school students are using social media more

than male students. Moreso, social media has influence on the students as revealed by the data analysed. The data collected were analyzed using frequency and percentage, mean, standard deviation and t-test for hypothesis.

Results

Table 1
The extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State

S/N		Students			Teachers		
		MEAN	SD	DEC	MEAN	SD	DEC
Visual Technology							
1	Photography,	2.50	.62	HE	2.55	.88	HE
2	Printer	3.15	.78	HE	3.11	.78	HE
3	Charts	3.11	.78	HE	3.22	.83	HE
4	Diagrams	2.04	.72	LE	2.56	.88	HE
5	Infographics	1.49	.53	VLE	1.56	.52	LE
6	Maps	1.90	.98	LE	1.67	.86	LE
Audio Technology							
7	Digital audio broadcasting (DAB),	2.04	.91	LE	1.89	.78	LE
8	Digital Radio Mondiale (DRM),	1.66	.50	LE	1.56	.52	LE
9	HD Radio	3.11	.78	HE	3.22	.83	HE
10	In-band on-channel (IBOC).	1.49	.53	VLE	1.56	.52	LE
11	Digital Audio Tape (DAT)	1.49	.53	VLE	1.56	.52	LE
12	MiniDisc.	1.90	.98	LE	1.67	.86	LE
13	Digital Compact Cassette (DCC)	1.50	.53	LE	1.56	.52	LE
Audio-Visual Technology							
14	Videos	3.11	.78	HE	3.22	.83	HE
15	Slideshows	1.83	.48	LE	1.78	.44	LE
16	Audio recordings	2.50	.62	HE	2.55	.88	HE
17	Radio	1.64	.98	LE	1.78	1.20	LE
18	Motion Pictures	1.90	.98	LE	1.67	.86	LE
19	Visual Displays	1.91	.98	LE	1.78	.83	LE
20	Projectors	2.04	.72	LE	2.56	.88	HE
Cluster Mean		1.93	.25	LE	1.93	.19	LE

Measures of central tendency were computed to summarize the data for the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State in Table 1. Measures of dispersion were computed to understand the variability of scores for the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State. For Students, items 1, 9, 14, and 16 had mean rating within 2.50-3.49 and that shows high extent to which students utilize technology. Items 4, 6, 7, 12, 13, 15, 17, 18, 19, and 20 had mean rating within 1.50-2.49 which shows the low extent of extent of the utilization of technology

in teaching and learning of CRS curriculum in secondary schools in Enugu State. Items 5, and 10 falls within the range of 1.00-1.49 that shows very low extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State. Similarly. For the teachers, items 1, 2, 3, 4, 9, 14, 16 and 20 had mean rating within 2.50-3.49 that shows the high extent of the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State. Items 5, 6, 7, 8, 10, 11, 12, 13, 15, and 17 falls within the mean ratings of low extent. Furthermore, the cluster mean (\bar{X} = 1.93, SD = .25) for students was within the mean rating for low extent

while that of the teachers (\bar{X} = 1.93, SD = 1.93) was within the range for low extent. This indicated low extent of extent of the utilization of technology in

teaching and learning of CRS curriculum in secondary schools in Enugu State.

Table 2: t-test Analysis of the difference in the mean responses of students and teachers on the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State

Respondents	N	\bar{X}	SD	t-value	Df	Sig.	Dec
Students	186	1.93	.25	-.025	11.853	.981	NS
Teachers	198	1.93	.19				

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

The result in Table 8 showed an independent-sample t-test conducted to compare the mean ratings of the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State by the students, and teachers. The result showed that there was no significant difference in the mean rating for students (\bar{X} =1.93, SD =.25) and

teachers (\bar{X} = 1.93, SD =1.91), $t(-.025) = -11.853$, $p = .981$ two-tailed. The null hypothesis was, therefore not rejected indicating there was no significant difference in the mean ratings of the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State by the students and teachers.

Table 3

S/N	Item Statement	Students			Teachers		
		MEAN	SD	DEC	MEAN	SD	DEC
1	With technology in education, access to information is easier and faster	2.56	.98	Agree	2.67	1.11	Agree
2	Technology facilitates the internal process job in education	2.54	.80	Agree	2.78	.66	Agree
3	It produces electronic media for resourceful, useful and knowledgeable information for the school system	2.63	.86	Agree	2.67	.70	Agree
4	Increases development through utilization of technology information and communication.	2.79	.87	Agree	2.56	.72	Agree
5	Technology in education upgrade productivity with method and speed up ongoing stages of learning.	2.71	.89	Agree	2.78	.97	Agree
6	It helps teachers and students to get maximizing time	2.60	.72	Agree	2.67	.87	Agree
7	It lightens up teacher's and students' workload as it serves as aiding materials	2.63	.86	Agree	2,78	.97	Agree
8	It gives room for student to study independent in accordance with their ability.	2.79	.87	Agree	2.62	.67	Agree
9	Give base more learning scientific through the planning process of systematic learning.	2.71	.89	Agree	2.54	.80	Agree
10	Upgrade ability learning with the more breadth presentation material.	2.63	.86	Agree	2.63	.86	Agree
11	Create atmosphere for faster learning	2.50	.83	Agree	2.79	.87	Agree
12	Accessing resources online for research and study purposes is convenient and efficient.	2.56	.98	Agree	2.71	.89	Agree
Cluster Mean		2.53	.18	Agree	2.63	.86	Agree

In table 3, measures of central tendency and measures of dispersion were computed to summarize the data for which are the impact of technology in education by the students and teachers. The result showed that both students and teachers mean ratings for items 21-32 were within the range of 2.50 and above, which implies agree

Furthermore, the cluster mean (\bar{X} = 2.53, SD = 0.18) for students was within the range for agree while that of the teachers (\bar{X} = 2.61, SD = 0.86) was within the range for agree. This shows that both teachers and students were of the opinion that there is impact of technology in education.

Table 4: t-test Analysis of the difference in the mean responses of teachers and students on the general impact of technology in education

Respondents	N	\bar{X}	SD	t-value	Df	Sig.	Dec
Students	186	2.52	.18	4.567	17.183	.007	S
Teachers	198	2.61	.86				

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 impact of technology in education by the students and teachers. The result showed that there was no significant difference in the mean rating scores for students (\bar{X} = 2.52, SD = .18) and teachers (\bar{X} = 2.61, SD

= .86), $t(4.567) = 17.183, p = .007$ two-tailed. The null hypothesis was therefore not rejected indicating there was no significant difference in the mean ratings of the students and teachers on the impact of technology in education.

Table 5

S/N	Item Statement	Teachers			Students		
		MEAN	SD	DEC	MEAN	SD	DEC
1	Digital Bibles and scripture resources	2.56	.95	Agree	2.67	.87	Agree
2	.Online educational videos and documentaries	2.63	.97	Agree	2.89	.78	Agree
3	Interactive multimedia presentations	2.50	.98	Agree	2.67	.70	Agree
4	Virtual field trips to historical religious sites	2.87	.79	Agree	3.33	.50	Agree
5	Online discussions and forums for student engagement	2.96	.83	Agree	3.00	1.00	Agree
6	Digital quizzes and assessments	2.53	.67	Agree	3.00	.70	Agree
7	Educational games and simulations	3.18	.91	Agree	3.22	.83	Agree
8	Virtual guest lectures from religious experts	3.18	.85	Agree	3.33	.70	Agree
9	Online access to religious texts and resources	2.83	.79	Agree	3.22	.83	Agree
10	Digital portfolios for student projects and assignments	2.91	.89	Agree	3.00	1.11	Agree
11	Technology can enhance learning experiences by providing interactive tools and resources	2.67	.87	Agree	2.56	.95	Agree
12	It allows students to engage in new ways such as virtual tours of religious sites.	2.89	.78	Agree	2.63	.97	Agree
	Cluster Mean	2.81	.33	Agree	3.03	.52	Agree

In table 5, measures of central tendency and measures of dispersion were computed to summarize the data for which are the Impact of Technology in

Education for the Teaching and Learning of CRS Curriculum. The result showed that both students and teachers mean ratings for items 33-42 were within the

range of 2.50 and above, which implies agree. Furthermore, the cluster mean ($\bar{X}=2.81$, $SD=0.33$) for students was within the range for agree while that of the teachers ($\bar{X}=3.03$, $SD=0.52$) was within the range for

agree. This shows that both teachers and students were of the opinion that there is Impact of Technology in Education for the Teaching and Learning of CRS Curriculum.

Table 6: Independent Samples t-test on the mean ratings of the Impact of Technology in Education for the Teaching and Learning of CRS Curriculum

Table 6: t-test Analysis of the difference in the mean responses on the Impact of Technology in Education for the Teaching and Learning of CRS Curriculum

Respondents	N	\bar{X}	SD	t-value	Df	Sig.	Dec
Students	186	2.81	.35	-1.202	8.839	.261	NS
Teachers	198	3.03	.52				

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 rating of the Impact of Technology in Education for the Teaching and Learning of CRS Curriculum. The result showed that there was no significant difference in the mean rating scores for students ($\bar{X}=2.81$, $SD=.35$) and

teachers ($\bar{X}=3.03$, $SD=.52$), $t(-1.202) = 8.839, p = .261$ two-tailed. The null hypothesis was therefore not rejected indicating there was no significant difference in the mean ratings of the students and teachers on the Impact of Technology in Education for the Teaching and Learning of CRS Curriculum

Table 7

S/N	Item Statement	Teachers			Students		
		MEAN	SD	DEC	MEAN	SD	DEC
1	limited access to some of the technologies,	2.83	.79	Agree	3.22	.83	Agree
2	Fluctuation in internet connectivity	2.91	.89	Agree	3.00	1.11	Agree
3	Poor ICT literacy skills	2.53	.67	Agree	3.00	.70	Agree
4	Inadequate technical skill support	3.18	.91	Agree	3.22	.833	Agree
5	Attitude of the school administrators	3.18	.85	Agree	3.33	.70	Agree
6	Inadequate funding and provision of technological equipment	2.83	.79	Agree	3.22	.83	Agree
7	Lack of interest and commitment by the government and religious sectors	2.91	.89	Agree	3.00	1.11	Agree
8	The attitude and interest of students towards technology in CRS	2.79	.93	Agree	3.00	.00	Agree
9	Lack of sufficient professionally trained teachers	2.66	.98	Agree	2.67	.70	Agree
10	Auxiliary teachers' inability to upgrade their teaching skills	2.50	.99	Agree	2.67	.70	Agree
	Cluster Mean	2.89	.38	Agree	3.12	.64	Agree

In table 7, measures of central tendency and measures of dispersion were computed to summarize the data for which are the challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria. The result showed that both students and teachers mean ratings for items 42-52 were within the range of 2.50 and above, which implies agree. Furthermore, the cluster mean

($\bar{X}=2.89$, $SD=0.38$) for students was within the range for agree while that of the teachers ($\bar{X}=3.12$, $SD=0.64$) was within the range for agree. This shows that both teachers and students were of the opinion that there are challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria



Table 8: Independent Samples t-test on the mean ratings of the challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria

Respondents	N	\bar{X}	SD	t-value	df	Sig.	Dec
Students	186	2.89	.38	-1.027	8.716	.332	S
Teachers	198	3.12	.64				

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

The result in Table 8 showed an independent-sample t-test conducted to compare the mean rating of the challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria. The result showed that there was no significant difference in the mean rating scores for students (\bar{X} =2.89, SD =.38) and teachers (\bar{X} = 3.12, SD =.64), $t(-1.027) = 8.716, p = .332$ two-tailed. The null hypothesis was therefore not rejected indicating there was no significant difference in the mean ratings of the students and teachers on the challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria.

Discussion

The findings of this study on research question one on the extent of the utilization of technology in teaching and learning of CRS curriculum in secondary schools in Enugu State shows that to a low extent, teachers and students uses technology in teaching and learning. The findings of Panelalice, Bertrand, Erwan, & Masatoshi (2019)., does not support this finding. According to the author, preparing students for the future goes beyond the issue of getting them ready to work; they also need new skills as computer technology continues to be woven into their daily lives. It has become pertinent for audio, visual and audio-visual technologies to be utilized in teaching and learning.

The findings of this study on research question two present the impact of technology in education. Obviously, technology provides dynamic and interactive tools that engage students in ways traditional methods cannot. Interactive whiteboards, educational apps, and multimedia resources cater to various learning styles, making lessons more accessible, engaging, and effective. This agrees with the findings of Laura (2023) who observed that technology has profoundly impacted education, upending traditional teaching methods and reshaping today’s learning landscape. The author pointed out several key areas that

highlight the transformative effects of technology on education to include: access to information, interactive and engaging learning, efficiency in administration, skill development for the digital age, flexibility in learning, innovative assessment methods

The findings of this study on research question three present the impact of technology in Education for the Teaching and Learning of CRS Curriculum. The findings is in consonance with the findings of 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 For example; it provides a standard information media system; if media is effectively used it appeals to more than one sense of organ. It motivates teaching, learning, and retains memory organ. 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.

The findings of this study on research question four on the challenges of the utilization of technology in education for the teaching and learning of CRS Curriculum in Enugu State, Nigeria. The challenges 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 in agreement with the findings of Efido (2022) who noted that the challenges militating against the effective use of ICT (MEDIA) 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.

Conclusion

This study has demonstrated that there is need for the integration and utilization of technology in education. Hence the need to embrace the transformative power of technology in education. As we witness the profound impact of digital tools on learning experiences, it's time for educators, administrators, and policymakers to actively integrate technology into classrooms. We should foster personalized learning, global connectivity, and innovative teaching methods. By investing in teacher training, ensuring equitable access, and promoting responsible technology use, we can empower the next generation with the skills they need for a future defined by innovation. Nevertheless, the challenges facing the use of technology in education is a concern for all stakeholders in educational sector. From the recommendations it is hoped that if school authorities, teachers, educational ministries, and all the stakeholders implements what has been recommended, in this study, the 21st century educational system will advance to meet the global standard.

Recommendations

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

1. Teachers should utilize technology in teaching
2. School authority should supervise teachers to ensure adequate use of technology in teaching and learning
3. Government should provide secondary schools with technological equipment to meet the educational demands and standard of this technology age.
4. Students and teachers should be encouraged to use technology in education
5. Government and school authorities should look into the challenges of using technology in education with a view of providing a lasting solution to aid technology in teaching and learning.

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