



## ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARDS THE STUDY OF CHRISTIAN RELIGIOUS STUDIES IN TERTIARY INSTITUTIONS IN IBADAN SOUTH-WEST LOCAL GOVERNMENT AREA OF OYO STATE

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**ABSTRACT:** *This research investigates the attitudes of Secondary School Students towards the studying of Christian Religious Studies in tertiary institutions in Ibadan South-West Local Government Area of Oyo State. Religion is very important and therefore, it is included in the National Policy of Education right from primary to tertiary level of education (NPE, 2014). In spite of the importance of the subject, students' attitude towards the subject is not encouraging. This raises future concern on studying the subject. This situation necessitates the need to empirically investigate students' attitudes towards the subject, especially studying it further in tertiary institutions. This is the gap which this research intends to fill. The research made use of descriptive and survey methods for the inquiry. The survey technique adopted includes the questionnaire which was designed by the researcher for data collection. Mean was used to analyze the data obtained. Criterion mean of 2.50 was raised by adding the assigned values of responses and dividing it with the total number of the responses options which is the summation of  $4+3+2+1=10/4=2.50$ . Therefore, any score below 2.50 was rejected while 2.50 and above was accepted. Findings from the research revealed that students have negative attitudes towards studying Christian Religious Studies in higher institutions due to lack of interest on the part of the students, poor teaching methodology used by teachers and parental influence on the choice of their career. Therefore, the researcher recommends that Christian Religious Studies as a subject should be made compulsory in Secondary schools, the students should be motivated and encouraged by the government and teachers to develop interest in the subject at the Secondary level so that more students can study it as a discipline in higher institutions.*

**KEYWORDS:** Attitudes, Students, Secondary, School, Christian, Tertiary.



## INTRODUCTION

There is a high level of moral decadence in the Nigerian nation which calls for serious attention. Christian Religious Studies (CRS) as one of the religious subjects taught in secondary schools in Nigeria takes a central position in ensuring moral and spiritual wellbeing of individuals in the society (Isukpa, 2014). If there is no effective religious studies, the Nigerian nation will likely experience violence, conflicts, greed, corruption, insurgencies and social unrest, among other things. This is because religion controls human actions in both social, political, economic and otherwise (Eluu, 2009). The teaching of Christian Religious Studies dates back to the 19<sup>th</sup> century with the pioneers of Nigerian education (Banjo, 2003). During the missionary administration of schools, Christian Religious Studies was given a priority in the school curriculum because of the moral values it teaches the people. Following the government takeover of schools, the Nigerian secondary school curriculum was reviewed and more emphasis was placed on the studies of science and technological subjects which invariably affected the growth of the discipline (Njoku, 2009). This shift affected the study and interest of students in Christian Religious Studies in the school system leading to poor enrollment in CRS.

Religion cannot be separated from education. That is the reason why religious education is included in the National Curriculum of Education right from the primary to the tertiary level of education. Despite the importance of Christian Religious Knowledge to the individual and nation in inculcating moral values and behavioral changes, it is worthy to note that the attitude of students in the subject is diminishing and becoming very poor. Poor attitude of students towards Christian Religious Studies revealed in their poor attitude of students in the subject has generated a growing concern from various quarters, parents, teachers, schools and government. Religion plays a vital role in curbing moral decadence in the society. It is also a builder and molder of character and morality in individuals. Despite its importance, much attention is no longer paid to it at the secondary school level while students have demonstrated negative attitudes towards the subject. This has gone a long way in hindering these students from studying Christian Religious Studies as a discipline in higher institutions of learning. Gbenda (2004) stresses that students' enrollment and interest in Christian Religious Studies could as well be as a result of inadequate provision of teaching aids, fewer professional teachers and lack of incentives among other things.

Christian Religious Studies is taught in all the senior secondary schools in Nigeria 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 examinations. The relative importance of Christian Religious Studies to educational excellence and moral development cannot be overemphasized. There is a need for positive interest and approach on the part of the students particularly in studying it as a discipline in tertiary institutions of learning as against their negative attitude. This negative attitude of students concerning the subject raises a future concern. This research critically examines the attitudes of students in secondary schools towards studying Christian Religious Studies in tertiary institutions of learning.



## Statement of the Problem

Christian Religious Studies is an important subject that builds character and morality in individuals. This subject is usually offered at the secondary school level though it is not made compulsory for all students. The number of students writing the subject at the Senior Secondary level is few compared to those who offered the science-based subjects. More so, the nonchalant attitude towards the subject among the students is alarming. Enthusiasm for the subject and motivation is not encouraging enough while some students do not see the usefulness of the subject at all. It is in the light of these, that the researcher seeks to investigate the attitudes of secondary school students towards studying Christian Religious Studies as a discipline in tertiary institutions of learning.

## Purpose of the Study

The purpose of this research is to:

1. Ascertain interest of students in the subject has a relationship with the attitude of students towards studying CRS in tertiary institutions'
2. Establish if there is a relationship between teaching methods of teachers and students' attitude towards studying CRS in tertiary institutions; and to
3. Determine if parental influence has a relationship with students' attitude towards studying CRS in tertiary institutions.

## Research Questions

The following research questions was put forward to guide the study:

1. What is the relationship between students' interest and their attitudes towards studying CRS in higher institutions?
2. What is the relationship between teaching methods and students' attitudes towards studying CRS in tertiary institutions?
3. Is there any relationship between parental influence and students' attitude to studying CRS In tertiary institutions?

## Significance of the Study

The study would be beneficial to students, teachers, curriculum planners, educational administrators and the larger society. To students, this study will help them to have a better understanding of the subject, the necessity of the subject in the society and the need to make a choice of it as a career discipline in tertiary institutions of learning. The findings from the study will help teachers to motivate and encourage students to study CRS at the tertiary level of education while the teachers will improve on their methodology of teaching CRS as a means of arousing the students' interest in CRS. The findings will be of immense benefit to curriculum planners as it will help them in reviewing the status of the subject and possibly making CRS a compulsory subject for senior secondary school students because of its importance in the society.



The findings would be of help to educational administrators as it will assist them in creating a conducive environment for studying CRS in our secondary schools through the use of effective teaching and learning processes and provision of adequate and relevant instructional materials for learning CRS. The larger society would in turn benefit from this study because if the secondary school students are motivated to study CRS as a discipline in tertiary institutions, the results will be positive change in behavior, tolerance, love for one another, selflessness, moral uprightness and the likes which will invariably leads to reduction in crime rates, violence, insurgencies, indecency, corruption, intolerance, terrorism, killings and so on.

### **Scope of the Study**

This research study is limited to the attitudes of secondary school students towards studying CRS in tertiary institutions of Ibadan South-West Local Government Area of Oyo State. This research will cover seven randomly selected secondary schools in Ibadan South-West Local Government Area of Oyo State.

### **Definition of Terms**

**Attitude:** A feeling or emotion towards a fact or state. It is also a disposition or state of one's mind. In this case, it is students' feeling or disposition towards studying CRS as a discipline in tertiary institutions.

**Students:** A person who studies or learns about a particular subject. It can also be a person who is formally enrolled at a school, a College, or University, or another educational institution.

**Studying:** Application of the mental faculties in the acquisition of knowledge

**Christian Religious Studies (CRS):** This is an art subject that teaches students good moral behavior, fear of God, knowledge and skills that will make them contribute their quota in socio-economic and moral development in senior secondary schools.

**Tertiary Education:** This is also referred to as third level stage or post-secondary education. It is the educational level following the completion of secondary education. The World Bank, for example, defines tertiary education as including Universities as well as trade schools and Colleges.

**Tertiary Institution:** This means any institution that provides post-school education on a full-time, part-time or distance basis. It also refers to a University or other tertiary education provider recognized by the employer which offers Degrees, Diplomas or teacher education courses.

## **LITERATURE REVIEW**

Despite the importance of Christian Religious Studies to the individual and nation in inculcating moral values and behavioral change, it is worthy to note that adequate attention has not been paid to the subject as expected. Currently, the subject has an optional status for students. Despite the fact that students choose CRS at the beginning of their senior secondary school classes, the majority of the students drop the subject in their last year for other subjects. This poses a big challenge for the future of the subject (Anya, 2016). This is not a healthy



development; rather, it is evidence of the shortfall in attainment of the goal and objectives of Nigerian education as enshrined in the National Policy on Education (FRN, 2014).

**Concept of Christian Religious Studies (CRS):** Christian Religious Studies is one of the subjects taught in secondary schools in Nigeria; it is an art subject. It is an aspect of learning that deals with inculcating in the students certain elements of education, intellectual theory and practices of Christ as contained in the Bible (Isukpa, 2014). Eluu (2011) defines Christian Religious Studies as the education for the development of spiritual, moral and mental growth of pupils or students. In essence, Christian Religious Studies is expected to give children an understanding of the universe and the interpersonal relationship between human and the Supreme Beings. Ugwu (2011) opines that Christian Religious Studies is a type of religious studies that bases its teachings on the life and teaching of Jesus Christ. Ali and Akubue in John (2009) observes that CRS is a subject which aims at developing and fostering in the lives of the students Christian attitudes and values such as respect for life, obedience to constituted authority, responsible self, selfless services to God and humanity. They further said that CRS is an academic discipline that is designed to provide the learners with moral and spiritual transformation. In the context of this study, the researcher viewed CRS as an art subject designed to teach students the fear of God, good moral behaviors, godly character, positive qualities such as love, forgiveness, selflessness, which helps the students to make a positive contribution to the development of the society.

Conceptually, CRS refers to the systematic study of Christian faith as contained in the Old Testament and the New Testament components of the Bible (Baiyeri, 2010). It is a field of study that is taught at primary, post-primary and tertiary institutions of learning in Nigeria (Baiyeri, 2012). The introduction of CRS in school curriculum is not a new thing. During the missionary administration of schools, CRS was given a priority in the school curriculum because of its moral values. Following the government take-over of schools, Nigerian secondary school curriculum was reviewed and more emphasis was placed on the studies of science and technological subjects who invariably affected the growth of the discipline (Njoku, 2009). The national curriculum of studies in secondary schools approved by the Nigerian Educational Research and Development (NERDC) through Universal Basic Education programme (UBE, 2013) and the Federal Ministry of Education recognized the need for good and sound citizens who will be responsive and responsible to and for national calling. The curriculum covers the introduction of Christian Religious studies, man and his relation to God, historical activities of prophets, teaching of Christ and apostles, death and resurrection of Christ, Holy Spirit, Acts of Apostles, Jews and Gentiles, miracles of Jesus Christ, commandments of God, repentance, faith, love, believe and among others (NERDC, 2013).

**Students' interest and choice of Christian Religious Studies:** Interest can be defined as a psychological state of having an affective reaction to and focused attention for particular content and/or the relatively enduring predisposition to re-engage particular class of objects, events or ideas (Omebe, 2005). Ndalichako and Komba (2014) maintained that interest can be described as preference to engage in some types of activities rather than the other. The authors also said that interest in the subject is regarded as the most important factor in learning. Dewey in Long (2007) defines interest as the formation of a relationship between a person and an object. Interest could also be essentially a function of the perceived likelihood to succeed on a specific group of tasks and the value of a consequence of doing well (Ainley, 2002). The way each person learns depends on interest. Interest is very important in one's educational and life success. This is because one's action towards anything depends largely on one's interest in





anything. Interest drives one towards action especially when such action benefits one thereby forming a relationship between a person and an object. Ndalichako and Komba (2014) further said that interest in the subject is regarded as the most important factor in learning. When a student is interested in a particular subject, he/she is favorably inclined to attend to it and give time for it. Bobz (2010) confirmed the above opinion when he stated that his observation during teaching practice is that many senior secondary school students showed lack of interest in the study of CRS and that even those who actually choose the subject refused to attend the classes or buy recommended textbooks. This leads to poor performance in their internal and external examinations. Okumu (2013) was of the opinion that with a good background, students still need to develop themselves on the subject areas they are keenly interested in and particularly that they have potential for. The author added that students also have to decide what is important to them with regards to their interest, personal academic goals and their schedule.

Despite the importance accorded to CRS, students seem not interested in this subject but just to pass (Kalu, 2012). This reflected in low enrolment and poor performance of students in this subject at the school certificate level according to Kalu. The author further emphasized that most students in school seem to attend CRS classes just because it is one of the compulsory subjects in the school curriculum at the basic educational level. The above notion was supported by Ugwu (2014) who noted that researchers have generally agreed that interest acts as a very powerful motive to an individual's behavior that energetically determines choices made. This motive influences the learner's knowledge, skills, abilities and competencies possessed in this subject and others.

**Teaching methodology and choice of Christian Religious Studies:** Ugwu (2014) opined that teaching methods comprise the principles and means used for instruction in the classroom. The term "teaching method" refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching methods as noted by Agwu (2005) refers to the overall plan for the orderly presentation of content of learning materials. Usually, a method is driven by a philosophy or an assumption about how students learn in school. Teaching method comprises the principles and methods used by teachers to enable student's learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient, it has to take into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about. Teaching method is therefore, a general process the teacher adopts in presenting his lesson to the students, such that students learn such as assigning roles to individual students in the classroom. The important index in the teaching and learning process is that the students learn at the end of teaching (Aguokogbuo, 2005).

Hence, the use of good teaching methods in teaching of CRS plays an important role in harmonizing classroom instruction. Nevertheless, it has been noted with dismay that even a subject as important as CRS is taught using the traditional lecture method (talk and chalk) (Asogwa & Echemazu, 2011). This old method, conventional as it is, appears to have reduced students' interest and enrollment in the subject each year for both WAEC and NECO. This assertion is in line with Ajah and Asadu (2002) who observed that CRS teachers, especially those in public secondary schools, teach the students mostly with lecture methods. In the lecture method, it is believed that knowledge is an object that can be transferred from the teacher to the learner. In addition, the lecture method reduces students' interest in the subject and thereby makes the students' achievement very low and poor. As stated by Ayogu (2008), the lecture method, conventional as it is, affects the number of students that enroll in CRS examinations



each year. Ayogu is of the opinion that the lecture method makes the teacher the only active person in the class while the students are complete observers throughout the lesson. As noted by Ajah and Asadu (2002), the lecture method encourages laziness, rote learning and memorization which kill students' interest and attitudes toward CRS.

Commonly used teaching methods may include demonstration, drama, recitation, memorization, lecture method or combination of these teaching methods. It is observed that at the secondary school level, no strong emphasis is placed by teachers on the use of teaching methods and this has in turn affected students' attitude to CRS. Organizing for effective teaching of CRS is centered on certain factors such as "what to teach", "when to teach" and "how to teach". The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also recognize and adopt a good and well researched method of teaching that guarantees better understanding and also stimulates and motivates students' achievement (Abdulhamid, 2010).

Teaching methods are used to impart knowledge to students, they are the means by which the teacher attempts to impart the desired learning or experience (Ndirangu, 2007). The choice of a particular method of teaching by the teacher is determined by number of factors which includes the content to be taught, the objectives which the teacher plan to achieve, availability of teaching and learning resources and the ability and willingness of the teacher to improvise if conventional teaching aids are not available, evaluation and follow-up activities and individual learner differences (Ndirangu, 2007). The teaching methods used in teaching vary from one country to another, depending on the information or skills that are being taught and also be influenced by the aptitude and enthusiasm of the student. The commonly used teaching methods especially in developing countries are teacher-centered which are viewed to be somewhat ineffective in the impartation of knowledge.

**Parental guidance and choice of career by students:** Family role models have influence on what students major in while in school. Parents show support for certain careers to their children, meaning that the influence and motivation on which students base their choice of career is greatly influenced by parental decisions that lead to their subject choice. Li and Kerpelman (2007) stated that adolescents in many cases are reported to feel closely connected to their parents and therefore willing to make decisions to fit with their parents' view. This implies that parents greatly influence their children's career aspirations and subject choice.

Barker (2010) in a study on the influence of family background on the academic performance of secondary school students in Nigeria found that parents influence their children's career decision making. Adelusi (2013) had posited that parents and guardians could be a motivating or inhibiting factor to career choice of their children especially when it is clear that the home is the first social group in which the child comes in contact with parents who are the most influential determinants of career plan, aspirations and occupational expectations of their wards or children. There is no clear process that students have used to make career choices. Most of the students rely heavily on their parents or guardians, mentors or idols to make career choices and which have been significantly influential. Most of the students are easily cajoled by their parents in the choice of a life career which at the long run may not greet them with their expectations, thus giving out a life ambition or career or aspirations. Parents influence the level of education or training that their children achieve, the knowledge they have about work and different occupations, the beliefs and attitudes they have to work, and the motivation they have



to succeed. Most of this is learned unconsciously-children and teenagers absorb their parents' attitudes and expectations of them as they grow up.

Parental perception plays a vital role in the life of children including their academic, professional career and personal lives. Parental interest in everything from school work and educational achievements to our child's aspirations can affect their career choices. Parents have a key role to play in the decision-making and the general career path their children choose to pursue. It is an accepted phenomenon that parents are interested in the future welfare of their children, parents guide the line of thoughts of their lives by inculcating into them certain social values so they could mature into a social being participating in the social roles of the society. Parents in Nigeria influence their children's choice of career without considering other factors that are relevant to the choice of career. Some parents even consider their children as misfits when they do not pursue the career of their choice. Parents in particular prefer occupations that are known to have prestige values for their children.

Parents serve as a significant influence on their children's career development and career decision-making. Parents influence the level of education or training that their children achieve, the knowledge they have about work and different occupations, the beliefs and attitudes they have to work, the motivation they have to succeed. Parental influence is one of the factors which affect career choice and selection of students and it is often perceived as an individual choice.

## **THEORETICAL FRAMEWORK**

**Bandura Social Cognitive Theory:** This study is anchored on the social cognitive theory developed by Bandura. Albert Bandura created this career development theory, which also relies on the personal aspects of an individual to build their career path. It places greater weight on a person's past experiences. Behind these experiences, one can find what motivates an individual. When you find the reason behind what motivates a person (praise, controlling outside factors, competitiveness with peers), you can determine the career where they are most likely to find success. The justification for the use of this theory was that it enabled the researcher to explore how the character (attitudes) of the student is formed in relation to the choice of his or her career.

**Krumboltz Social Learning Theory:** John Krumboltz developed a theory based on Bandura's theories for his main concepts and then used those to develop his own theory which incorporates career counseling. Rather than focusing on inherited traits, Krumboltz's theory is based on the idea that an individual's development and experiences over the course of their life affect which career they are best suited for. Krumboltz's theory focused on inherited personal qualities, life circumstances, learning through consequences and skills gained through work experiences. According to his theory, these factors and experiences determine the best match for an individual and their career. Krumboltz's social learning theory of career choice provides an explanation on how parents' educational background influences their children's career choice. The theory explains that people's career choices are impacted by their social learning including their experiences with people, events and institutions.





## METHODOLOGY

This research adopts the descriptive and survey method for inquiry. The survey technique adopted includes questionnaires. This method involves collecting the data about a given population from a sample selected to represent the entire population of the study. Simple random sampling technique was used to select seven secondary schools in Ibadan South-West Local Government Area of Oyo State. 30 senior secondary school students offering Christian Religious Knowledge were selected in each secondary school. Therefore, we have 210 respondents who filled the questionnaire. The questionnaire was administered and retrieved immediately for analysis. Data collected were analyzed using mean. Criterion mean of 2.50 was raised by adding the assigned values of response and dividing it with the total number of the responses options which is the summation of  $4+3+2+1=10/4=2.50$ . Therefore, any score below 2.50 was rejected while 2.50 and above was accepted. The data would be descriptively analyzed using our-point rating scale of Strongly Agreed (SA)-4 points, Agreed (A)-3 points, Disagreed (D)-2 points and Strongly Disagreed (SA)-1 point. The selected secondary schools for the research are as follows:

1. Oluyole Grammar School, Ibadan.
2. Peoples Girls Grammar School, Molete, Ibadan.
3. African Church Grammar School, Apata, Ibadan.
4. ECWA Model College, Ibadan.
5. St. James Cathedral College, Oke Bola, Ibadan.
6. Baptist Grammar School, Dugbe, Ibadan.
7. Basorun Ogunmola High School, Ibadan.

## RESULTS AND DISCUSSION

Data in this research comprise questionnaires. The findings from this research instrument are presented. The researcher used 2.50 as the mean otherwise known as decision mean since the instrument was structured along a four-point scale structure to make a decision on whether to agree or disagree. Therefore, a mean score of 2.50 and above indicate response to the research question and agreement while a mean score below 2.50 indicates negative answer and disagreement.

**Research Question 1:** What is the relationship between students' interest and their attitudes towards studying Christian Religious Studies in tertiary institutions?



**Table 1: Relationship between students' interest and their attitudes towards studying CRS in tertiary institutions.**

S/ N	Items	S A	A	D	S D	N	Mea n	Decision
1	Students are always interested in CRS as a subject	25	51	72	62	210	2.18	Rejected
2	Students' interest determines if they would study CRS in higher institutions	83	71	44	12	210	3.07	Accepted
3	Students are not really interested in CRS as a subject but just to pass it	75	68	32	35	210	2.87	Accepted
4	Lack of interest prevents students in attending CRS classes and buying recommended texts for the subject	87	73	27	23	210	3.06	Accepted

From Table 1 above, item 1 indicates the mean score of 2.18 which means that students are not always interested in CRS as a subject. Item 2 indicates a mean score of 3.07 which means that the respondents agreed that students' interest determines if they would study CRS in higher institutions. Item 3 indicates a mean score of 2.87 which implies that the majority of the respondents agreed that a lot of students are not really interested in CRS as a subject but just to pass it. Item 4 indicates a mean score of 3.06 which means that the respondents agreed that lack of interest prevents students from attending CRS classes and buying recommended texts for the subject.

**Research Question 2:** What is the relationship between teaching methodology and students' attitudes towards studying CRS in tertiary institutions?

**Table 2: Relationship between teaching methodology and students' attitudes towards studying CRS in tertiary institutions.**

S/ N	Items	S A	A	D	S D	N	Mea n	Decision
1	Teachers' methods of teaching CRS discourages students in learning appropriately	77	61	35	37	210	2.84	Accepted
2	Teachers often use wrong methods in teaching CRS	84	60	51	15	210	3.01	Accepted
3	Teachers often use the appropriate methods in teaching CRS	36	27	89	58	210	2.19	Rejected
4	Most teachers use lecture method in teaching CRS which discourages students' interest	75	69	37	29	210	2.90	Accepted
5	Teachers' methods of teaching CRS can encourage students to study it as a discipline in tertiary institutions	81	76	32	21	210	3.03	Accepted



From Table 2 above, item 1 indicates the mean score of 2.84 which means the respondents agreed that teachers' methods of teaching CRS discourages students from learning appropriately. Item 2 indicates the mean score of 3.01 which means the respondents also agreed that teachers often use wrong methods in teaching CRS. Item 3 indicates the mean score of 2.19 which means the respondents disagreed that teachers often use the appropriate methods in teaching CRS. Item 4 indicate the mean of 2.90 which means that the respondents agreed that most teachers use lecture method in teaching CRS which discourages students' interest while item 5 indicate the mean score of 3.03 which mea respondents agreed that teachers' methods of teaching CRS can encourage students to study it as a discipline in tertiary institutions.

**Research Question 3:** What is the relationship between parental influence and students' attitudes to studying CRS in tertiary institutions?

**Table 3: Relationship between parental influence and students' attitudes in studying CRS in tertiary institutions.**

S/ N	Items	S A	A	D	S D	N	Mean	Decision
1	Parents have great influence on students' choice of career	74	61	48	27	21 0	2.85	Accepted
2	Parents wants students to study science-based courses instead of CRS due to economic factor	92	66	32	20	21 0	3.09	Accepted
3	Students chose their career because their parents mandated them to do so	77	74	29	30	21 0	2.94	Accepted
4	Parents' decision is considered before students' choice of career	68	79	36	27	21 0	2.89	Accepted
5	Parents' comments about CRS as a choice of career discourages students from studying the course in tertiary institutions	62	87	42	19	21 0	2.91	Accepted

From Table 3 above, item 1 indicates the mean score of 2.85 which means that the majority of the respondents agreed that parents have a great influence on students' choice of their course of study. Item 2 indicates the mean score of 3.09 which implies that the respondents agreed that parents want most of their children to study science-based courses instead of CRS due to economic factors. Item 3 indicates the mean of 2.94 which also means that the majority of the respondents agreed that students choose their careers because their parents mandated them to do so. Item 4 indicates the mean of 2.89 which implies that the respondents agreed that parental decision is considered before students make a choice of their career while item 5 indicate a mean of 3.03 which invariably means that the respondents agreed that parents' comments discourages students from studying the course as a discipline in tertiary institutions.



## DISCUSSION OF FINDINGS

The findings from this research revealed that:

Lack of interest by the majority of students offering Christian Religious Studies as a subject in secondary schools is a factor responsible for the negative attitude of students towards studying CRS as a discipline in tertiary institutions. This is in line with the opinion of Bobz (2010) who observed that many senior secondary school students showed lack of interest in the study of CRS and that seven those who actually choose the subject refused to attend the classes or buy recommended textbooks. It is also in line with the view of Kalu (2012) who affirmed that students seem not interested in CRS as a subject but just to pass.

Again, the teaching methodology adopted by most teachers in secondary schools teaching CRS makes the subject boring and abstract to students who in turn are not ready to show passion in studying it further in tertiary institutions. This is in line with the assertion of Ajah and Asadu (2012) who are of the opinion that CRS teachers, especially those in public schools, teach the students mostly with lecture methods. Lecture method reduces students' interest in the subject and thereby makes the students' achievements very low and poor.

Furthermore, the influence of parents in deciding for the students the course of study in tertiary institutions is obvious as most parents do not want their children to study CRS as a discipline in tertiary institutions of learning as they believe that the course does not have much economic value compared to science-based courses. This finding is in line with the view of Li and Kerpelman (2007) who affirmed that adolescents in many cases are reported to feel closely connected to their parents and therefore willing to make decisions to fit their parents' view. This implies that parents greatly influence their children's career aspirations and subject or course choice.

### Implication of the Study

The following are the effects of implementing the study's findings:

1. The students would develop interest positively in Christian Religious Studies as a subject which will subsequently encourage the students to choose to study it as a discipline in tertiary institutions.
2. Teachers would be able to adjust to using the appropriate teaching methodology in teaching Christian Religious Studies as a subject. When this is done, students' interest and passion for the subject would be aroused and thus, a good number of students will show the desire and readiness to study CRS as a discipline in tertiary institutions.
3. The results of this study will help parents to understand the necessity of allowing their children the opportunity to make their career choice instead of parents forcing their own will or desire on their children when it comes to career choice matter.



4. The outcome of this study will help school administrators and curriculum planners to see the importance of Christian Religious Studies as a subject so that the subject can be made compulsory for students at the secondary school level.

## CONCLUSION

The research objectives were achieved through the use of questionnaires in gathering data. Respondents at the seven selected secondary schools provided valuable information regarding the attitudes of secondary school students towards the study of Christian Religious Studies in tertiary institutions in Ibadan South-West Local Government Area of Oyo State. Based on the results from this research, it could be concluded that most respondents agreed that lack of interest in CRS as a subject at the secondary school level will discourage students from studying it as a discipline in tertiary institutions. Teachers' methods of teaching CRS at the secondary school level often kills the students' interest in the subject which subsequently prevent the students from studying it further in tertiary institutions while parental influence is great in the choice of secondary school students' making the decision for their careers. Therefore, it is very important to motivate students to arouse their interest in CRS as a subject while teachers should use teaching methodology that will encourage the students to show more interest in CRS as a subject.

## RECOMMENDATIONS

Based on the findings of this research, the researcher makes some recommendations as follows:

1. Students should be motivated through incentives to help them show more interest in CRS as a subject. Their interest will go a long way in determining their choice of CRS as a discipline of study in tertiary institutions.
2. Teachers teaching CRS should use appropriate methods of teaching such as the learner-centered methods, for instance, dramatization, role playing, problem solving, play way method, story-telling methods and so on. Doing this will arouse the students' interest in the subject and subsequently help the students to make CRS as a choice of their career.
3. Parents should not impose their "will" on their children when it comes to career choice. Rather, they should guide them appropriately towards making the choice of their careers.
4. Christian Religious Studies (CRS) as a subject should be made compulsory for all categories of students in secondary schools due to its importance of impacting morals and nation building. If this is done, it will in a great measure encourage more students to study CRS as a discipline in tertiary institutions of learning.





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