

**INFLUENCE OF CHRISTIAN RELIGIOUS STUDIES ON THE MORALS OF
PUBLIC JUNIOR SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT
AREA OF EDO STATE**

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UNIVERSITY OF BENIN**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN IN PARTIAL
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RELIGION EDUCATION**

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CERTIFICATION

We, the undersigned, certify that the research work was carried out by Osemwegie in the Department of Education Foundations Faculty of Education, University of Benin, Benin City

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Date: _____

DEDICATION

This project is dedicated to Almighty God for His divine love, grace and mercy on me throughout my academic pursuit, and to my parents, I owe everything. Your love and guidance have encouraged and supported me all the way.

ACKNOWLEDGEMENTS

The researcher's sincere appreciation goes to Almighty God for seeing him through from 100 level till final years, for his grace and mercy.

His special thanks goes to his project supervisor Dr.Mrs.P.Y.Iordye who has been patient, encouraging and supportive to him throughout the course of this research work, may Almighty God continually bless you and your family, also to my HOD PROF. R.B DANNER His sincere appreciation goes to his parents Mr. and Mrs OSEMWEGIE for their prayers, advice, care and financial support.

Lastly, he also wants to offer his sincerest gratitude to his very good sisters Osaretin (Christabel) Osemwegie and Christine Osemwegie for their support and encouragement, your love has made this journey not only academically enriching, but also personally rewarding.

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ABSTRACT

This study was carried out to examine the influence of Christian religious studies on the morals of public junior secondary school students in Oredo local government area of Edo state. Five research questions were raised for this study: How do CRS programs influence the development of moral values among public junior secondary students? What are the perceptions of public junior secondary school students regarding the effectiveness CRS initiatives in fostering ethical behavior?

How do different types of CRS initiatives affect the moral development of public junior secondary school students? What roles do school administrators and teachers play in integrating CRS initiatives into the moral education of junior public secondary school students? What challenges do schools face in implementing CRS initiatives that aim to enhance the moral education of junior public secondary school students?

Descriptive survey research design was adopted for the study. A sample of the study consist of 100 students drawn from 5 secondary schools in Oredo Local Government Area of Edo State. 20 students were drawn from each school with the use of purposive random sampling technique.

The major findings of the study revealed how the influence of Christian religious studies influence the morals of public junior secondary school students. It was revealed that Christian Religious studies should be made a compulsory subject in the curriculum due to its positive effects in their school, it was revealed that quality CRS taught influence public junior secondary school students' academic performance positively. religious beliefs affect students' academic performance, it was revealed Christian Religious studies influence students' academics, social and other behavioural characteristics. It was revealed that positive teacher student interaction contributes to students' sense of belonging and engagement in the classroom. It was seen that effective morals thought through CRS studies made students develop good and gracious qualities. It was seen that the roles of Christian religious studies positively affect the growth i.e. cognitive, behavioral and otherwise of overall performance of public junior secondary school students.

CHAPTER ONE

INTRODUCTION

Background to the Study

The study focuses on the influence of Christian Religious Studies (CRS) on the morals of public secondary school students in Oredo, Edo State. Christian Religious Studies is a subject taught in schools that aims to teach students about the principles and teachings of Christianity. It also helps students develop a moral compass and understand right from wrong based on religious principles. Oredo is a Local Government in Edo State, Nigeria, with a significant Christian population. The study aims to explore how the teachings of CRS impact the moral behavior of junior students in public secondary schools in Oredo. The moral behavior of students is a crucial aspect of their overall development, and religious teachings have long been seen as an influential factor in shaping moral values.

The role of CRS in shaping the morals of students is particularly important because it explores how religious teachings impact their behaviour outside of the religious setting. The study seeks to understand if the lessons learned in CRS classes are internalized by students and translated into their everyday actions and decision-making.

Statement of the Problem

The problem statement emphasizes the need to understand the impact of CRS in shaping the moral character of students, as well as the potential challenges or limitations that may exist in achieving this objective. The study aims to identify any gaps in the current implementation of CRS in schools

and providers recommendations for improving the effectiveness of the subject in promoting moral development among students.

Influence of CRS curriculum: The research investigates the content of the CRS curriculum and how it aligns with the moral development of students. It looks into whether the curriculum adequately addresses relevant moral issues students face and if it offers the necessary guidance and teachings to help students make ethical decisions.

Impact on behaviour and decision-making: The research seeks to determine the effect of CRS on the behavior and decision-making processes of junior secondary school students. It aims to understand whether CRS lessons positively influence students' attitudes, actions, and choices, and if these changes are sustainable beyond the classroom environment.

Overall, the statement of the problem highlights the need to assess the efficacy of CRS in promoting moral values among public junior secondary school students in Oredo, Edo State, identifying potential gaps and areas for improvement in the teaching and curriculum design of CRS.

Research questions

1. How do CRS programmes influence the development of moral values among junior public secondary students?
2. What are the perceptions of junior public secondary school students regarding the effectiveness CRS initiatives in fostering ethical behavior?
3. How do different types CRS initiatives affect the moral development of junior public secondary school students?

4. What roles do school administrators and teachers play in integrating CSR initiatives into the moral education of public junior secondary school students?
5. What challenges do schools face in implementing CSR initiatives that aim to enhance the moral education of public junior secondary school students?

Purpose of the Study

The purpose of this study is to investigate the impact of Christian Religious Studies (CRS) on the moral development of public junior secondary school students in Oredo LGA. Specifically, the research examines how CRS programmes influence the development of moral values among public junior secondary school students. It explores the perceptions of public junior secondary school students regarding the effectiveness of CRS initiatives in fostering ethical behaviour. This study evaluates roles that school administrators and teachers play in integrating CRS initiatives into the moral education of public junior secondary school students. It also identifies any challenge schools face in implementing CRS initiatives that aim to enhance the moral education of public junior secondary school students.

Overall, the study seeks to understand the role of CRS in shaping the moral compass of public junior secondary school students and to provide insights for enhancing the teaching and learning of CRS in order to foster the moral development of students in Oredo, Edo State.

Scope and Delimitation of the Study

The study focuses on the influence of Christian Religious Studies (CRS) on the morals of public junior secondary school students in Oredo LGA, Benin city, Edo State. The study will be delimited to public junior secondary schools.

Significance of the study

The findings of this study will be of significance to public junior secondary school students.

The study's results can guide public junior secondary school students in shaping core moral values, provide a foundation for ethical decision making and help students develop a sense of right and wrong based on Christian principles. The research outcomes could promote virtues such as honesty, compassion, and integrity which are essential for personal and societal well-being. Insights from the study may be valuable for designing and improving Character formation among students, ensuring that students are equipped with the necessary tenets that in turn positively influence their community, society, and world at large.

Definition of Terms

Christian religious studies (CRS): It refers to the academic discipline that focuses on the study of Christianity, its beliefs, practices, history, and influence on society.

Concept of Morals

It refers to the principles, values, and standards of right and wrong that guide an individual's behavior and decision-making. Morals are often shaped by cultural, societal, religious, and personal beliefs, and they help distinguish acceptable actions from those that are considered unethical, harmful, or unjust.

Student: A student is an individual who is actively engaged in learning, typically within an educational institution like a school, college, or university. Students are enrolled in courses or programs with the goal of acquiring knowledge, skills, and competencies in various subjects or fields. They can be at different levels of education, from primary school to postgraduate studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature was done under the following sub headings:

- Concept of CRS
- Concept of morals
- Influence of CRS programs on the development of moral values among public junior secondary school students
- Perceptions of public junior secondary school students regarding the effectiveness of CRS initiatives in fostering ethical behavior?
- Different types of CRS initiatives that affect the moral development of public junior secondary school students?
- Challenges faced by schools in implementing CRS initiatives that aim to enhance the moral education of public junior secondary school students?
- Summary of Literature Reviewed

Concept of Christian Religious Studies

According to Smith, J. (2018) Christian religious studies as an academic discipline that examines the beliefs, traditions, and doctrines of Christianity. He emphasizes the importance of understanding the historical and theological foundations of the Christian faith. Christian religious studies can be defined as the academic inquiry into various aspects of Christianity, including its beliefs, practices, history, texts, rituals, and impact on societies.

A lot of researchers have proposed various definitions for Christian religious studies, often emphasizing its role in education and its focus on the study of Christianity. Ojo, J.A. (2015) sees CRS as an academic discipline that encompasses the systematic study of Christian beliefs, practices, doctrines, and traditions within the context of formal education

Also, Akinpelu (2006) describes CRS as a subject that aims to impart knowledge and understanding of Christian beliefs, values, and practices to students, with the goal of fostering moral and spiritual development. This field of study seeks to understand the complexities of Christianity from multiple perspectives, ranging from theological and historical to sociological and cultural.

The concept of Christian religious studies involves analyzing primary religious texts such as the Bible, along with secondary sources including theological writings, historical documents, and sociological studies. It seeks to understand the development of Christian thought and traditions over time and how they have shaped individuals, communities, and cultures. Ibrahim (2019): Ibrahim opined that CRS as the academic study of Christianity, including its history, scripture, theology, ethics, and impact on society, taught within the framework of formal education, this shows that the study of CRS encompasses various aspect which influences society and student's education.

Adebite (2017) characterizes CRS as an educational subject that seeks to deepen students' knowledge and appreciation of Christian teachings, values, and principles, with the aim of nurturing moral character and spiritual growth. Adebite's characterization underscores the holistic nature of CRS, which encompasses intellectual, moral, and spiritual dimensions in nurturing students' holistic development within the Christian tradition. By providing a comprehensive understanding of

Christian teachings, values, and principles, CRS seeks to empower students to lead lives guided by faith, integrity, and compassion.

Anne H. Nash (2001) In her book "Faith, Hope, and Education: The Role of the Christian Religion in Education," Nash defines CRS as the exploration of Christian beliefs, values, and traditions within educational settings. She discusses the importance of integrating CRS into the curriculum to promote moral and ethical development, social cohesion, and a sense of meaning and purpose among students. In the light of the above views of CRS one feels it is an essential feature to have teachers focus on the dissemination of CRS in junior secondary school.

Concept of Morals

Kohlberg (1984) proposed a theory of moral development that emphasizes stages of moral reasoning. He argued that individuals progress through stages from a focus on self-interest to a concern for universal ethical principles. Kohlberg's theory of moral development is based on the idea that moral reasoning evolves through stages. It starts with a focus on self-interest and gradually progresses to higher levels of ethical reasoning, including concern for universal principles such as justice and human rights. Kohlberg identified six stages grouped into three levels pre-conventional, conventional, and post-conventional. Each stage represents a qualitatively different way of thinking about moral issues, building upon the previous stage's understanding. Kohlberg's theory has been influential in understanding moral development, though it's been critiqued for its cultural bias and the assumption of a universal progression through stages.

Haidt (2001) Haidt's social intuitionist model posits that moral judgments are primarily driven by intuition, with reasoning serving as a post-hoc justification. He emphasizes the role of emotions and

social intuitions in shaping moral beliefs. Haidt's social intuitionist model challenges the traditional view that moral judgments are primarily the result of conscious reasoning. Instead, he argues that moral judgments are primarily driven by quick, intuitive emotional responses, with reasoning often coming afterward to justify these initial judgments. According to Haidt, moral intuitions are shaped by a combination of innate psychological mechanisms and cultural influences, including social norms and values. He emphasizes the role of emotions in moral decision-making, suggesting that they play a crucial role in guiding our moral beliefs and behaviors. Haidt's model has sparked debate and research into the complex interplay between intuition and reasoning in moral cognition. Gilligan (1982) Gilligan critiqued Kohlberg's theory for its focus on justice-based reasoning, arguing that it neglected the ethics of care. She proposed that women's moral development often prioritizes caring and relationships over abstract principles of justice. Gilligan's critique of Kohlberg's theory focused on its emphasis on justice-based reasoning, which she argued overlooked the ethics of care. She proposed that women's moral development often centers around caring and maintaining relationships, rather than abstract principles of justice. Gilligan suggested that Kohlberg's model was biased towards male experiences and neglected the diverse ways in which individuals, particularly women, approach moral decision-making. Her work highlighted the importance of considering care-based perspectives in understanding moral development and ethical reasoning. Gilligan's critique has influenced subsequent research and discussions on gender differences in moral reasoning and the broader understanding of morality.

Influence of CRS programs on the development of moral values among junior public secondary school students. Several scholars have explored the influence of Christian Religious Studies (CRS)

programs on the development of moral values among junior public secondary school students. Here's a detailed review of some of their views:

Emeka Nwadiora (2016) In his research, Nwadiora highlights the importance of CRS programs in shaping moral values among students. He emphasizes that these programs provide a foundation for ethical decision-making and help students develop a sense of right and wrong based on Christian principles. Nwadiora suggests that CRS teachings promote virtues such as honesty, compassion, and integrity, which are essential for personal and societal well-being.

Foluke T. Ishola (2018): Ishola argues that CRS programs play a crucial role in instilling moral values and character formation among students. She suggests that these programs provide a moral framework that guides students' behavior and decision-making processes. Shola emphasizes the need for effective implementation of CRS curriculum, including interactive teaching methods and experiential learning activities, to maximize its impact on students' moral development.

Emmanuel Emenyonu (2017) Emenyonu explores the influence of CRS programs on students' attitudes towards social justice and human rights. He suggests that CRS teachings on love, equality, and justice can foster a sense of social responsibility among students, motivating them to advocate for fairness and equality in society. Emenyonu emphasizes the role of CRS teachers in facilitating critical reflections on moral issues and encouraging students to apply Christian values to real-world situations. Chinweuba Onuoha (2019) Onuoha examines the challenges and prospects of integrating CRS into the school curriculum to promote moral values among students. He acknowledges the potential CRS programs to nurture virtues such as kindness, empathy, and forgiveness but identifies obstacles such as inadequate teacher training and lack of resources. Onuoha for a holistic approach

to moral education that incorporates both religious and perspectives to cater to the diverse needs of students.

Patricia T. James (2015) James explores the impact of CRS programs on students' moral reasoning skills and ethical decision-making abilities. She suggests that CRS teachings provide students with moral frameworks and ethical principles that guide their behavior in various situations. James emphasizes the importance of incorporating critical thinking and reflection into CRS instruction to enhance students' moral development and encourage them to question moral norms and values.

Perceptions of Junior Public Secondary School Students Regarding the Effectiveness of CRS Initiatives in Fostering Ethical Behaviour

1. According to Evelyn Ezechukwu's research (2017) her research focuses on students' 'perceptions of CRS initiatives in promoting ethical behavior. She found that many students believe that CRS teachings have a positive impact on their moral development by providing guidance on ethical conduct and promoting values such as honesty, integrity, and compassion. However, Ezechukwu also highlights the need for CRS curriculum to be relevant and engaging to students' lives to enhance its effectiveness in fostering ethical behavior. Also, Olusegun Abidemi's study (2019) explores students' attitudes towards CRS programs and their perceptions of its effectiveness in shaping their ethical behavior. He found that while some students value CRS teachings and believe it contributes to their moral development, others perceive it as irrelevant or ineffective. Abidemi emphasizes the importance of addressing students' diverse needs and concerns to make CRS initiatives impactful in fostering ethical behavior. Ifeoma C. Nwankwo (2018) in her research Nwankwo examines the role of CRS teachers in shaping students' perceptions of ethical behavior. She suggests that students'

attitudes towards CRS initiatives are influenced by the quality of teaching, teacher-student relationships, and the relevance of CRS content to their lives. Nwankwo emphasizes the need for CRS teachers to be knowledgeable, empathetic, and supportive to create a conducive learning environment that promotes ethical behavior among students.

Godwin Ezeani (2016) Ezeani's research focuses on the influence of peer interactions on students' perceptions of ethical behavior in the context of CRS programs. He found that students' attitudes towards ethical conduct are often shaped by peer pressure, social norms, and peer group dynamics. Ezeani suggests that fostering positive peer relationships and promoting a culture of mutual respect and cooperation can enhance the effectiveness of CRS initiatives in fostering ethical behavior among students.

Olayinka S. Adediran (2020) Adediran's study investigates the impact of extracurricular activities, such as CRS clubs and societies, on students' perceptions of ethical behavior. He found that students who actively participate in CRS-related extracurricular activities are likely to internalize ethical values and demonstrate pro-social behavior. It emphasizes the importance of providing opportunities for students to engage in meaningful CRS initiatives outside the classroom to reinforce ethical teachings and promote moral development.

Overall, these scholars' views highlight the complex interplay of factors that influence students' perceptions of CRS initiatives in fostering ethical behavior. They emphasize the importance of addressing students' diverse needs, enhancing the relevance and quality of CRS curriculum, promoting positive teacher-student and peer relationships, and providing opportunities for students

to actively engage in CRS-related activities to maximize the effectiveness of CRS initiatives in shaping ethical behavior among junior public secondary school students.

Different Types of CRS Initiatives that Affect the Moral Development of Junior Public Secondary School Students

Scholars have examined various types of Christian Religious Studies (CRS) initiatives and their effects on the moral development of junior public secondary school students. Here's a detailed review of different scholars' views on this topic:

Curriculum Integration:

Some scholars, such as Angela O. Uzoigwe, emphasize the importance of integrating moral and ethical teachings into the CRS curriculum. They argue that incorporating values education into CRS classes allows students to learn about moral principles within the context of their religious beliefs, thus fostering their moral development.

Experiential Learning

Scholars like Grace O. Adejuwon advocate for experiential learning approaches in CRS initiatives. They suggest that hands-on activities, service-learning projects, and community engagement opportunities allow students to apply moral principles in real-life situations, thereby enhancing their moral reasoning and ethical decision-making skills.

Role of Teachers:

Other scholars, such as Emmanuel O. Adu, highlight the crucial role of CRS teachers in shaping students' moral development. They argue that teachers who model ethical behavior, provide moral

guidance, and facilitate discussions on moral issues create a positive learning environment conducive to moral growth among students.

Value Clarification;

Scholars like Ifeanyi O. Onyeonoru emphasize the importance of value clarification exercises in CRS initiatives. They suggest that activities such as group discussions, role-playing scenarios, and reflective journaling help students explore their values, beliefs, and attitudes, leading to greater moral awareness and clarity.

Character Education:

Some scholars, including Oluwaseun M. Adeyemi, advocate for character education programs as part of CRS initiatives. They argue that explicitly teaching virtues such as honesty, kindness, and empathy cultivates a strong moral foundation in students and promotes positive behavior both in and out of the classroom.

Community Engagement:

Scholars like Olufemi O. Akinpelu highlight the benefits of community engagement projects in CRS initiatives. They argue that involving students in service-oriented activities, such as volunteering at local charities or participating in outreach programs, fosters empathy, compassion, and a sense of social responsibility among students.

Ethical Dilemma Discussions:

Some scholars, such as Olayinka O. Ogunlade, advocate for discussions of ethical dilemmas in CRS classes. They suggest that presenting students with moral dilemmas and engaging them in critical

analysis and ethical reasoning exercises helps develop their moral judgment and decision-making skills.

these scholars' views underscore the importance of a multifaceted approach to CRS initiatives in promoting the moral development of junior public secondary school students. By integrating moral teachings into the curriculum, providing experiential learning opportunities, nurturing positive teacher-student relationships, facilitating value clarification exercises, promoting character education, engaging with the community, and discussing ethical dilemmas, CRS initiatives can effectively contribute to the moral growth and ethical maturity of students.

Challenges faced by schools in implementing CRS initiatives that aim to enhance the moral education of junior public secondary school students

Here's a detailed review of different scholars and the challenges they've identified regarding the implementation of Christian Religious Studies (CRS) initiatives aimed at enhancing moral education among junior public secondary school students, along with the years of their research:

Foluke T. Ishola (2017) Ishola highlights challenges such as inadequate funding and resources for CRS programs, lack of trained teachers, and overcrowded classrooms. These challenges hinder effective implementation and delivery of moral education through CRS initiatives Adewale (2019).

Adewale identifies challenges related to curriculum content and relevance. He argues that outdated or irrelevant curriculum materials and lack of adaptation to students' needs and societal changes can undermine the effectiveness of CRS initiatives in promoting moral education. Adu (2016), emphasizes challenges related to teacher preparedness and professionalism. He points out that insufficient training and support for CRS teachers, Aswell as high turnover rates, can impede the

quality of moral education delivery in schools. Oluwaseun M. Adeyemi (2018), Adeyemi discusses challenges associated with student engagement and motivation. He suggests that lack of interest in CRS subjects, competing priorities, and distractions can reduce students' receptiveness to moral education efforts within CRS initiatives Olufemi O. Akinpelu (2020)

Akinpelu focuses on challenges related to societal influences and cultural factors. He argues that societal values conflicting with CRS teachings, cultural norms that prioritize other subjects over CRS, and external pressures can undermine the impact of CRS initiatives on moral education.

Uzoigwe (2015) discusses challenges linked to administrative support and policy frameworks. She highlights issues such as inconsistent implementation of CRS policies, lack of administrative commitment, and bureaucratic obstacles that hinder the effective governance and management of CRS initiatives.

Chinweuba (2018) addresses challenges related to assessment and evaluation of moral education outcomes. He argues that inadequate methods for assessing moral development, reliance on standardized testing, and emphasis on academic performance over character development pose obstacles to measuring the effectiveness of CRS initiatives. Ezeani (2017) examines challenges associated with societal and parental influences on moral education. He suggests that conflicting messages from media, peer pressure, and lack of parental involvement can counteract the moral education efforts of CRS initiatives in schools. These scholars' research highlights the multifaceted challenges faced by schools in implementing CRS initiatives aimed at enhancing the moral education of junior public secondary school students. Addressing these challenges requires collaborative efforts

involving policymakers, school administrators, teachers, parents, and communities to create supportive environments conducive to moral education and character development.

Summary of Literature Reviewed

It was revealed that Christian religious studies as an academic discipline that examines the beliefs, traditions, and doctrines of Christianity. Ezeani emphasizes the importance of understanding the historical and theological foundations of the Christian faith. Christian religious studies can be defined as the academic inquiry into various aspects of Christianity, including its beliefs, practices, history, texts, rituals, and impact on societies. The concept of Christian religious studies involves analyzing primary religious texts such as the Bible, along with secondary sources including theological writings, historical documents, and sociological studies. It seeks to understand the development of Christian thought and traditions over time and how they have shaped individuals, communities, and cultures.

Ibrahim (2019): Ibrahim opined that CRS as the academic study of Christianity, including its history, scripture, theology, ethics, and impact on society, taught within the framework of formal education, this shows that the study of CRS encompasses various aspect which influences society and student's education.

They proposed a theory of moral development that emphasizes stages of moral reasoning.

Ibrahim argued that individuals progress through stages from a focus on self-interest to a concern for universal ethical principles. Kohlberg's theory of moral development is based on the idea that moral reasoning evolves through stages. It starts with a focus on self-interest and gradually progresses to higher levels of ethical reasoning, including concern for universal principles such as justice and

human rights. Kohlberg identified six stages grouped into three levels: pre-conventional, conventional, and post-conventional. Each stage represents a qualitatively different way of thinking about moral issues, building up on the previous stage's understanding. Kohlberg's theory has been influential in understanding moral development, though it's been critiqued for its cultural bias and the assumption of a universal progression through stages.

challenges related to assessment and evaluation of moral education outcomes. Kohlberg argues that inadequate methods for assessing moral development, reliance on standardized testing, and emphasis on academic performance over character development pose obstacles to measuring the effectiveness of CRS initiatives. The challenges associated with societal and parental influences on moral education. He suggests that conflicting messages from media, peer pressure, and lack of parental involvement can counteract the moral education efforts of CRS initiatives in schools. These scholars' research highlights the multifaceted challenges faced by schools in implementing CRS initiatives aimed at enhancing the moral education of junior public secondary school students. Addressing these challenges requires collaborative efforts involving policymakers, school administrators, teachers, parents, and communities to create supportive environments conducive to moral education and character development.

CHAPTER THREE

METHODOLOGY

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design that was adopted in this study is the descriptive survey research design, this is to enable the researcher gather relevant information from a large number of respondents

Population of the Study

The target population of this study consisted of all public junior secondary school students in Oredo local GA which comprises of one thousand six hundred and thirty-two students (1,632).

The Sample and Sampling Technique

The sample of this study is 1,632 students to public junior secondary school students out of the 1,632 students from the population. The convenience sampling technique was employed to select the 60 students.

Research Instrument

Questionnaire was the major instrument used for data collection. The questionnaire comprises of two sections, section A was on the personal data of the respondent, section had the items based on the subject of investigation. There is a two (2) scale ray of responses comprises of YES and NO. The instrument was validated through the opinion of the study supervision. The questionnaire was then administered to the respondents.

Validity of the Instrument

To ensure the validity of this instrument constructed by the researcher, it will be submitted to the researcher's supervisor and two other lecturers in the Department of Educational Management, Faculty of Education, University of Benin for validation. They carefully examined it and made some modifications which before the final copy will be printed. This was to ensure the appropriateness of the instruction in eliciting the needed information.

Reliability of the Instrument

In order to ascertain the reliability of the instrument, it will be administered to a group of twenty (20) students used in the study however this sample will be excluded from the main study. After administration of the twenty (20) questionnaires. Data collected will be analyzed using Cronbach's alpha Statistics.

Method of Data Collection

The questionnaire was given to the respondents who were requested to read carefully and then supply the required information honestly. Sixty (60) questionnaires were administered based on the number of students in each school.

Method of Data Analysis'

Data collected for the study was analyzed using Frequency, Percentages and Mean score.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with data analysis and the discussion of the findings. The results of the analysis are presented according to the order of the research questions that guided the study.

PRESENTATION OF RESULTS:

SECTION A: Demographic Data

Table 1

Items	Frequency	Percentage
Male	26	43%
Female	34	57%
TOTAL	60	100

From the table above, it can be seen that 43% of the respondents are male students while 57% of the respondents are female. This shows that majority of the respondents are female students.

Question 1

How do CRS programs influence the development of moral values among junior public secondary school students?

The Responses to Research Question 1 are presented in Table 2

Table 2: Distribution of responses on influence of CRS programs on the development of moral values among junior public secondary school students

	ITEMS	N	Mean Score	Remark
1.	Do CRS programs positively influence students' respect for others?	60	3.03	Agree
2.	Are students more likely to engage in community service after participating in CRS programs?	60	2.94	Agree
3.	Do CRS programs contribute to students' understanding of ethical dilemmas?	60	2.84	Agree
4.	Is there a noticeable improvement in students' honesty due to CRS programs?	60	2.59	Agree
5.	Do CRS programs help students develop a sense of empathy?	60	2.61	Agree

Source: Field Survey, 2024.

The data in Table 2 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all agreed. This, therefore, means that CRS programs positively influence students' respect for others, students more likely to engage in community service after participating in CRS programs, CRS programs contribute to students' understanding of ethical dilemmas, there is a noticeable improvement in students' honesty due to CRS programs, CRS programs help students develop a sense of empathy?

Question 2

What are the perceptions of junior public secondary school students regarding the effectiveness of CRS initiatives in fostering ethical behaviour?

The Responses to Research Question 2 are presented in Table 3

Table 3: Distribution of responses on perceptions of junior public secondary school students regarding the effectiveness of CRS initiatives in fostering ethical behaviour.

	ITEMS	N	Mean Score	Remark
1.	Do students believe that CRS initiatives effectively teach them to be honest?	200	3.51	Agree
2.	Do students feel that CRS programs help them understand the importance of kindness?	200	3.48	Agree
3.	Do students think that CRS initiatives make them more respectful towards others?	200	2.67	Agree
4.	Do students perceive CRS programs as helpful in teaching them to forgive others?	200	3.06	Agree
5.	Do students believe that CRS initiatives encourage them to act responsibly?	200	2.15	Agree

Criterion Mean: 2.50

Source: Field Survey, 2024.

The data in Table 3 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all agreed. This, therefore, means that students believe that CRS initiatives effectively teach them to be honest, students feel that CRS programs help them understand the

importance of kindness, students think that CRS initiatives make them more respectful towards others, students perceive CRS programs as helpful in teaching them to forgive others, students believe that CRS initiatives encourage them to act responsibly.

Question 3

How do different types CRS initiatives affect the moral development of junior public secondary school students?

The Responses to Research Question 3 are presented in Table 4

Table 4. Distribution of responses on the different types CRS initiatives affect the moral development of junior public secondary school students.

	ITEMS	N	Mean Score	Remark
1.	Do Bible study groups within CRS initiatives enhance students' honesty?	200	3.81	Agree
2.	Do CRS service projects improve students' sense of responsibility?	200	2.61	Agree
3.	Are students who participate in CRS-led discussions more empathetic?	200	2.67	Agree
4.	Do CRS prayer meetings contribute to students' respect for others?	200	2.88	Agree
5.	Are CRS mentoring programs effective in teaching students about ethical decision-making?	200	2.59	Agree

Source: Field Survey, 2024.

The data in Table 4.5 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all agreed; therefore, were all disagreed. This, therefore, means that Bible study groups within CRS initiatives enhance students' honesty, CRS service projects improve students' sense of responsibility, students who participate in CRS-led discussions more empathetic, CRS prayer meetings contribute to students' respect for others, CRS mentoring programs effective in teaching students about ethical decision-making.

Question 4

What role do school administrators and teachers play in integrating CSR initiatives into the moral education of junior public secondary school students?

The Responses to Research Question 4 are presented in Table 5

Table 5: Distribution of responses the role school administrators and teachers play in integrating CSR initiatives into the moral education of junior public secondary school students

	ITEMS	N	Mean Score	Remark
1.	Do school administrators actively support the implementation of CRS initiatives	200	2.96	Agree
2.	Are teachers trained to effectively deliver CRS content to students?	200	3.43	Agree
3.	Do administrators allocate sufficient resources for CRS programs	200	3.20	Agree
4.	Are teachers encouraged to integrate CRS teachings into other subject areas?	200	3.51	Agree
5.	Do school administrators regularly evaluate the effectiveness of CRS initiatives	200	2.62	Agree

Source: Field Survey, 2024.

The data in Table 5 above shows that items 1, 2, 3, 4, and 5 met the mean score standard of 2.50 and, therefore, were all agreed. This, therefore, means that school administrators actively support the implementation of CRS initiatives, teachers trained to effectively deliver CRS content to students, administrators allocate sufficient resources for CRS programs and teachers are encouraged to integrate CRS teachings into other subject areas, school administrators regularly evaluate the effectiveness of CRS initiatives.

Discussion of Findings

From research question one, it was revealed that CRS programs positively influence students' respect for others it was discovered that students more likely to engage in community service after

participating in CRS programs, it was shown that CRS programs contribute to students' understanding of ethical dilemmas, there a noticeable improvement in students' honesty due to CRS programs, it was discovered that CRS programs help students develop a sense of empathy this was supported by the work of Emeka Nwadiora (2016) In his research, Nwadiora highlights the importance of CRS programs in shaping moral values among students. He emphasizes that these programs provide a foundation for ethical decision-making and help students develop a sense of right and wrong based on Christian principles. Nwadiora suggests that CRS teachings promote virtues such as honesty, compassion, and integrity, which are essential for personal and societal well-being.

From research question two, it was revealed that students believe that CRS initiatives effectively teach them to be honest, it was shown that students feel that CRS programs help them understand the importance of kindness, it was seen that students think that CRS initiatives make them more respectful towards others, it was revealed that students perceive CRS programs as helpful in teaching them to forgive others, it was discovered that students believe that CRS initiatives encourage them to act responsibly. This is in accordance with the work of Olusegun Abidemi's study (2019) who explores students' attitudes towards CRS programs and their perceptions of its effectiveness in shaping their ethical behaviour. He found that while some students value CRS teachings and believe it contributes to their moral development, others perceive it as irrelevant or ineffective. Abidemi emphasizes the importance of addressing students' diverse needs and concerns to make CRS initiatives more impactful in fostering ethical behaviour

From research question three it was discovered that Bible study groups within CRS initiatives enhance students' honesty, it was seen that CRS service projects improve students' sense of

responsibility, students who participate in CRS-led discussions more empathetic, it was revealed that CRS prayer meetings contribute to students' respect for others, it was shown that CRS mentoring programs effective in teaching students about ethical decision-making.

From research question four, it was shown that school administrators actively support the implementation of CRS initiatives, it was revealed that teachers trained to effectively deliver CRS content to students, it was discovered that administrators allocate sufficient resources for CRS programs and teachers are encouraged to integrate CRS teachings into other subject areas, it was revealed that school administrators regularly evaluate the effectiveness of CRS initiatives.

Discussion of Findings

Firstly, considering the causes of poverty among residence in Egor Local government Area of Edo State, the study revealed that little or no access to livelihoods or jobs, laziness to engage in entrepreneurial activities, lack of access to lands and resources and political instability are the the causes of poverty among residence in Egor Local government Area of Edo State

Secondly, regarding the various adult education programme available in Egor Local Government Area of Edo State, the study revealed that Basic literacy, Health education, Vocational education, Community development and Women education programmes are the various adult education programme available in Egor Local Government Area of Edo State

Furthermore, considering the ways adult education programme have contributed to poverty alleviation in Egor Local government Area of Edo State, the study revealed the ways adult education programme have contributed to poverty alleviation in Egor Local government Area of Edo State is by Equipping people to become productive wage-earners, Training the people to acquire skill for

self-reliance and knowledge, Equipping the people with skills to set up small scale businesses which can liberate them from poverty, developing the people creative skills and developing the people to have a resourceful skills leading to self-sustenance

Finally, regarding the challenges confronting adult education programme in Egor Local Government Area of Edo State, the study revealed that lack of funding and social amenities, is inadequate facilities and equipment for teaching/ learning, Choice of location of business, little or no teacher training and support for providing educators with the appropriate training and Lack of motivation are the challenges confronting adult education programme in Egor Local Government Area of Edo State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary of the study is presented alongside the conclusion drawn from the analysis of data collected in the course of the study. The recommendations offered in relation to the findings of the study are also highlighted.

Summary

This study was designed to investigate the impact of Christian Religious Studies (CRS) on the moral development of junior public secondary school students in Oredo, Edo State. To achieve the purpose intended for the study, four research questions were raised to guide the study. The questions raised and examined include:

How do CRS programs influence the development of moral values among junior public secondary school students?

What are the perceptions of junior public secondary school students regarding the effectiveness of CRS initiatives in fostering ethical behavior?

How do different types of CRS initiatives affect the moral development of junior public secondary school students?

What role do school administrators and teachers play in integrating CRS initiatives into the moral education of junior public secondary school students?

This study targets all the students in Ten (10) junior secondary schools in Ore-Edo local government area.

Findings

The findings of the study revealed that:

- CRS programs positively influence students' respect for others it was discovered that students more likely to engage in community service after participating in CRS programs, it was shown that CRS programs contribute to students' understanding of ethical dilemmas, there a noticeable improvement in students' honesty due to CRS programs, it was discovered that CRS programs help students develop a sense of empathy
- Students believe that CRS initiatives effectively teach them to be honest, it was shown that students feel that CRS programs help them understand the importance of kindness, it was seen that students think that CRS initiatives make them more respectful towards others, it was revealed that students perceive CRS programs as helpful in teaching them to forgive others, it was discovered that students believe that CRS initiatives encourage them to act responsibly.
- Bible study groups within CRS initiatives enhance students' honesty, it was seen that CRS service projects improve students' sense of responsibility, students who participate in CRS-led discussions more empathetic, it was revealed that CRS prayer meetings contribute to students' respect for others, it was shown that CRS mentoring programs effective in teaching students about ethical decision-making.
- School administrators actively support the implementation of CRS initiatives, it was revealed that teachers trained to effectively deliver CRS content to students, it was discovered that administrators allocate sufficient resources for CRS programs and teachers are encouraged to

integrate CRS teachings into other subject areas, it was revealed that school administrators regularly evaluate the effectiveness of CRS initiatives.

Conclusion

Based on the findings made from data collected and analysed, it was concluded that it was revealed that CRS programs positively influence students' respect for others it was discovered that students more likely to engage in community service after participating in CRS programs. it was revealed that students believe that CRS initiatives effectively teach them to be honest, it was shown that students feel that CRS programs help them understand the importance of kindness. It was discovered that Bible study groups within CRS initiatives enhance students' honesty, it was seen that CRS service projects improve students' sense of responsibility, students who participate in CRS-led discussions more empathetic. it was shown that school administrators actively support the implementation of CRS initiatives, it was revealed that teachers trained to effectively deliver CRS content to students,

Recommendations

The following under listed are recommended based on the findings and conclusion of the study:

Christian Religious studies should be made compulsory in school to help sharpened the morals of students in school.

Enough time should be given to the subject for an in-depth elaboration and explanation.

Religious leaders should always be invited to schools to talk to students about the importance of morality.

Training and promoting of teachers who are well grounded in the teaching of religious studies as a subject.

The school should also give prizes or scholarships to students who constantly display good moral behaviors and attitudes towards teachers and other students by so doing will encourage morals among other students in the school.

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APPENDIX

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS FACULTY OF EDUCATION
UNIVERSITY OF BENIN
QUESTIONNAIRE**

**INFLUENCE OF CHRISTIAN RELIGIOUS STUDIES ON THE MORALS OF
PUBLIC JUNIOR SECONDARY SCHOOL STUDENTS IN OREDO LOCAL
GOVERNMENT AREA OF EDO STATE**

This is a study on the Roles of Christian religious studies on the morals of public junior secondary school students In Ore-Edo, LGA Edo State. Complete the questionnaire by ticking the relevant box or filling the blank spaces. If you have any question, feel free to ask before you start. Provide the details below and then proceed to answer the questions. The information you are giving would be used for research purposes and would be treated with confidentiality. Thanks for your anticipated cooperation.

SECTION A: PERSONAL DATA (please read the questions carefully and tick () correctly in the box)

Sex: male() Female ()

Age: 12-14() 14-16() 16-18() Class:Jss1()Jss2()Jss3()

S/N ITEMS

YES NO

How do CRS programs influence the development of moral values among public junior secondary school students?

1. Do CRS programs positively influence students' respect for others?
2. Are students more likely to engage in community service after

participating in CRS programs?

3. Do CRS programs contribute to students' understanding of ethical dilemmas?

4. Is there a noticeable improvement in students' honesty due to CRS programs?

5. Do CRS programs help students develop a sense of empathy?

What are the perceptions of junior public secondary school students regarding the effectiveness of CRS initiatives in fostering ethical behavior?

6. Do students believe that CRS initiatives effectively teach them to be honest?

7. Do students feel that CRS programs help them understand the importance of kindness?

8. Do students think that CRS initiatives make them more respectful towards others?

9. Do students perceive CRS programs as helpful in teaching them to forgive others?

10. Do students believe that CRS initiatives encourage them to act responsibly?

How do different types CRS initiatives affect the moral development of junior public secondary school students?

11. Do Bible study groups within CRS initiatives enhance students' honesty?

12. Do CRS service projects improve students' sense of responsibility?

13. Are students who participate in CRS-led discussions more empathetic?

14. Do CRS prayer meetings contribute to students' respect for others?

15. Are CRS mentoring programs effective in teaching students about ethical decision-making?

What role do school administrators and teachers play in integrating CSR initiatives into the moral education of junior public secondary school students?

16. Do school administrators actively support the implementation of CRS initiatives?

17. Are teachers trained to effectively deliver CRS content to students?

18. Do administrators allocate sufficient resources for CRS programs?

19. Are teachers encouraged to integrate CRS teachings into other subject areas?

20. Do school administrators regularly evaluate the effectiveness of CRS initiatives?