

## Impact of Inflation on Curriculum Implementation of Christian Religious Education in Nigerian Schools

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**Annotation:** This paper discussed the impact of inflation on the curriculum implementation of Christian Religious Education in Nigerian schools. The paper looked at the concept of Christian Religious Education, objectives of Christian Religious Education, inflation and impact of inflation on curriculum, curriculum implementation of guidance and counselling, inflation and the impact of inflation on curriculum implementation of Christian Religious Education in Nigerian schools. The paper depends on secondary data gathered from print and online publications. The paper concluded inflation has affected the smooth implementation of the Christian Religious Education curriculum, led to the high cost of Christian Religious Education instructional resources and has affected the quality of Christian Religious Education in Nigerian schools. Based on the impacts identified, the paper recommends that the government diversify the economy by increasing local production. The government should increase salaries of teachers and provide school buses to aid transportation of students and teachers.

**Keywords:** Christian Religious Education, Curriculum, Implementation Inflation.



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### Introduction

Christian Religious Education has emerged as a subject of prime importance in Nigerian schools. Its value in the school curriculum is unique among other subjects. The teaching of Christian Religious Knowledge in Primary schools in Nigeria can be dated back to the first half of the nineteenth-century when the Christian missionaries established the first school in Badagry in 1842. This form of education spread to the North in the early 19th century and CRK was taught in the schools. In the early period, proprietors of schools were the Christian missionaries (Methodist, Church Missionary Society (CMS), and Roman Catholic who considered CRK as an important subject to be taught in schools. Since then, Christian Religious education has occupied a prominent position in Nigerian school curriculum till date. The view was asserted by (Onovughe 2008; Onovughe, & Mordi, 2017).

Jegede, Onaolapo, and Ogunode, (2022) and Jegede, Diaka, and Ogunode (2021) observed that Christian Religious Education is one of the oldest academic programmes in the Nigerian education system. Christian Religious Education programme is been offered from Basic education to tertiary institutions. Hon in Onovughe, and Mordi, (2017) like other scholars have classified the behavioural objectives of teaching and learning CRK into three categories they are cognitive, affective and psychomotor. These are explained thus: objectives in the cognitive domain emphasize recall or recognition of facts, and the development of objectives of the affective domain are concerned with changes in interest, attitudes and value, and the development of appreciation and judgment. Psychomotor domain objectives have to do with physical skills and manipulation of materials and objects. It summarizes the overall objectives of teaching and learning CRK in Nigerian schools; Religions, Moral, Social, Civics, Academic, Spiritual and personal objectives. **Religious Objective:** This means intimating the learner pupils on how God deals with His people as contained in the Holy Bible, as the Loving Father who cares for His children and who needs His children's commitment to Him in worship, faith and obedience to His will.

#### **Moral Objectives:**

In the ethical teaching of the Bible to the learner, the teacher should let the learner see it as a directive from God the Father to guide their lives so that they can live a proper human life without being forced to do so.

**Social Objective:** This could be summed up as the promotion of harmonious human relationships in schools, in the family and the local community. Civil Objective: CRK helps the learner to grow up to be alert, responsible, tolerant, both courageous and patriotic citizens of a democratic.

#### **Spiritual and Personal Objectives:**

The personal spiritual development of the learner is central to all the other objectives in that it deals with the learner's inward activities. Having led the learner to understand the Christian faith responsibility and his relationship with God in Christ Jesus, the teacher has to encourage the learner to continue to grow in faith until he reaches the majority.

#### **Academic Objectives:**

This involves "memorizing and inwardly digesting a body of factual information from the Jewish and Christian scriptures, it also makes the learner acquire knowledge to reach an academic height. The researcher agrees with the above objectives of teaching CRK in primary school. In sharing the same view as stated in the National Policy on Education, the objectives for teaching CRK schools are in line with the objectives of primary education as stated in the National Policy on Education 2004 section 3 (14) D pp. 12 on Religious Education. "To develop the pupils" Character and moral training to enable pupils a sound attitude". Hon explained the factors as follows:

#### **The nature of the objectives:**

In most cases, it is the objective or the aims of the lesson that will determine the method to be used. If the objective is to develop a skill course through practice or for the learner to acquire knowledge, the method of problem-solving should be used. A thought-provoking question asked by the teacher is a good form of problem-solving.

#### **The Maturity of the pupils:-**

The age of the learner should be put into consideration when choosing a method to use so that it may neither be too low nor too high for them. Adoption of methods should be made in terms of the capacities and interests of the pupils and other demands of the situation.

#### **Attitudes of pupils towards learning:**

The teacher must be sensitive to pupils' attitudes, and select methods accordingly. Pupils who are bored and uninterested must be handled in a carefully different manner from those who are alert, interested and ready to learn.

#### **Previous Studies in the same field:**

Previous knowledge of the learner should be considered first by a good teacher so that he can carry out his teaching from the known to the unknown. However, a pupil who has exceptional advantages in some field of social interest should not be dealt with in the same way and manner as those pupils who have had no opportunity to do work in that field.

#### **Nature of Materials:**

It is very important and necessary that the teacher studies carefully the contents to be taught before selecting the method to be used for the teaching. The best method used for one content may be the worst method for another content. Incidents from well-known Bible characters are usually presented in the form of a story.

#### **Physical Equipment and Facilities:**

The type of building, classrooms, board supplies and so on, have a bearing in choosing the method to be used. For instance, in a situation where several students must meet in the classroom, general discussion may be impossible. Where there are no chalkboards, talk and illustrations cannot be used. Map exercises cannot be carried on if maps are not available.

#### **Time for teaching:**

It is best to select methods that make for the greatest and yield the best result in the shortest time possible before going into activities that might be desirable as a teaching method. It will be unwise to start handwork or a project that the pupils may be obliged to stop doing, just when their interest is at its highest and diverse point.

**8. Skill and Qualification of the Teacher:** Each person has their strong points and weaknesses. No teacher can use every method with equal success. Most teachers may use only one or two most effectively. The wise teacher is the one who uses the method that brings the best results. No good method is the best result of some clever inventions. Several methods can be used effectively. These include both old and new methods. The methods are storytelling, lecture, discussion, question and answer, study trip, panel discussion, debate, forum discussion, dramatization individualized, discovery, mimicking, pantomiming and role play.

A look at Christian religious examination as if the objective in the subject are of shows that these objectives are not achieved. Parents are misguided with the belief that any teacher can teach CRK, the authority concerned does not bother to recruit qualified CRK teachers. The pupils too were misguided with the assumption that CRK is simple to pass since they are Christians and can read the Bible. This harms Christian Religious Education in Nigeria. This is mostly the practice in Primary and Secondary Education. This is why pupils will be nonchalant. The goal of teaching CRK as a subject in our schools is to develop the morals of individuals and society as a whole. In other words, the aim of teaching CRK in Nigerian schools is to develop the pupil's character and moral training which will enable them to have sound attitudes. In Nigerian society, many parents and educationists have aired their views on the respect for moral decadence of their Children. This

has made some parents doubt the credibility of CRK in the Primary school's curriculum as an agent of moral upbringing (Onovughe, & Mordi, 2017).

Inflation is an economic termination that affects economic activities and other sectors like education especially tertiary education (Ogunode, Cletus, Tswenji 2024). Inflation is a sustained increase in the general price level of goods and services in an economy over some time. To break it down; it means that the value of money decreases over time, causing the prices of things to go up the roof. The same amount of money can buy fewer goods and services than usual (Pans pressui (2024). Inflation which is defined as the sustained increase in the general price level of goods and services in an economy though can be beneficial to some areas of the economy, like stimulating economic growth, it can also cause some serious problems, especially when it comes to the cost of feeding, acquiring teaching and learning materials, tuition fees, salaries of teachers and transportation costs of both students and teachers (Ahmed, & Tochukwu, 2024). Inflation is the continuous fall in the purchasing value of money, in that, more money chases fewer goods and services, which adversely affects negatively the economy and reduces the standard of living of the population (Ogbebor, Oguntodu, & Oyinloye, 2020).

Inflation is a major problem facing Nigerian educational institutions. Inflation is one of the most frequently used terms in economic discussions, yet the concept is variously misconstrued. There are various schools of thought on inflation, but there is a consensus among economists that inflation is a continuous rise in prices. Simply put, inflation depicts an economic situation where there is a general rise in the prices of goods and services, continuously. It could be defined as 'a continuing increase in prices as measured by an index such as the consumer price index (CPI) or by the implicit price deflator for Gross National Product (GNP)'. Inflation is frequently described as a state where "too much money is chasing too few goods". When there is inflation, the currency loses purchasing power. The purchasing power of a given amount of naira will be smaller over time when there is inflation in the economy. For instance, assuming that N10.00 can purchase 10 shirts in the current period if the price of shirts double in the next period, the same N10.00 can only afford 5 shirts (Obiakor 2021).

Udi (2024) reported that Nigeria's inflation rate increased to 33.2% in March 2024 according to the latest data from the National Bureau of Statistics (NBS). This represents 1.5% point increase from the 31.7% recorded in February 2024. The increase in the inflation rate in March was slower compared to the 1.80% increase recorded in February 2024. On a year-on-year basis, the headline inflation rate increased by 11.16% from 22.04% in March 2023. Additionally, the headline inflation rate for March 2024 was 3.02%, a decrease of 0.10% from February 2024, when it was 3.12%. In March 2024, the food inflation rate reached 40.01% year-on-year, marking an increase of 15.56 percentage points from 24.45% in March 2023. This surge in food inflation can be attributed to rising prices for items such as garri, millet, and akpu uncooked fermented (all part of the Bread and Cereals category), as well as yam tuber, water yam, and others. The inflation did not only affects food prices, it also affects operational cost of both private and public institutions which include education. It is in the light of this, that the authors attempts to find what is the impact of Inflation on Curriculum implementation of Christian Religious Education in Nigerian Schools?.

## **Conceptual Terms**

### **Curriculum**

Curriculum is a reflection and a product of the society and can contribute to bringing about transformations within the society. It is indispensable to reflect upon the issues to reach decisions in a vigorous and responsive curriculum delivery process. Change is an important constituent of curriculum dynamics and one has to study and accomplish change for a better future. Therefore to cope with changes and emerging problems, one has to accept an up-to-date and proactive

conception of problem-solving in a life-long process, predicting future problems, thinking of their solutions and the actualization of these processes for the advancement of individuals, society and nation (Eduok, Bassey, & Danson, 2023). Curriculum as the totality of what the teachers and learners do at school, which is curriculum delivery, and added that curriculum is concerned with the purpose of education. By this, it meant the aims, goals and objectives (Obilo, Opara & Ajeka 2022). A curriculum is a complex network of physical, social and intellectual conditions that shape and reinforce the behaviour of an individual's perception and interpretations of the environment to reinforce the learning objectives and facilitate the evaluation (Uya & Eduok (2018). Curriculum implementation is done in schools (Ohiare-Udebu, & Sarafadeen, 2021).

### **Curriculum Implementation**

Curriculum implementation is the practical execution of planned documents of instruction in schools (Akin-Ibidiran, Ogunode, & Ibidiran, 2022). Curriculum implementation is the various steps involved in achieving the derived curriculum objectives of educational programs. Curriculum implementation is the act of executing a planned curriculum document into the practical curriculum (Ekpo & Oka, 2009).

Curriculum implementation is the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its effective implementation at all levels to achieve the desired goals (Mkpa, 2007). Curriculum implementation is the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures the achievement of the objectives for which the curriculum was designed to attain (Okebukola, 2004).

Ejike, & Ejike (2018), maintained that curriculum implementation fosters curriculum evaluation and this guides the learning outcomes. The major implementers of the curriculum are the teachers. They set up learning opportunities aimed at enabling learners to acquire the desired knowledge, skills, attitudes, and values through the adoption of appropriate teaching methods and materials to guide students' learning. The curriculum planned and developed is implemented through the medium of instruction. This is why curriculum implementation is seen as the daily activities of school management and classroom teachers in the pursuit of the achievement of the objectives of the school curriculum, all in a bid to realize the national philosophy of education.

### **Christian Religious Education Curriculum**

Christian Religious Education Curriculum is an organized instruction meant for school implementation that is Christian Religious Education inclined. Christian Religious Education Curriculum is a planned document of Christian Religious Education designed for implementation in schools.

There are many factors affecting the implementation of the school curriculum. Some of these factors include; insecurity, poor funding, inadequate teachers, inadequate instructional resources, poor supervision and inflation.

### **Impact of Inflation on the Implementation of Guidance and Counseling Curriculum Implementation in Nigerian Schools**

Inflation in Nigeria has affected the effective implementation of the Christian Religious Education curriculum, led to the high cost of Christian Religious Education instructional resources and has affected the quality of Christian Religious Education in Nigerian schools.

### ***Affected Implementation of Christian Religious Education Programme***

Inflation a problem in Nigeria has affected teaching and learning in Nigerian schools. Inflation appears to have militated against the effective implementation of Christian Religious Education



curriculum in schools across Nigeria. Organization for Economic Co-operation and Development OECD (2018) observed inflation hampering the effective implementation of curriculum in Nigerian schools. Mark (2023) concluded that the teaching and learning of Christian Religious Education and other subjects have been affected by the continuously rising prices of goods and services in Nigeria.

Inflation affected the implementation of the school curriculum. Ahmed, & Tochukwu, (2024) maintained that inflation has a direct effect on the incomes of fixed-salary teachers, as their salaries remain constant while the cost of goods and services increases. This means that their real income is decreasing, making it difficult for them to make ends meet. The increasing cost of living has a particularly detrimental effect on the education of their children. The cost of educational materials, tuition fees and other associated costs are all increasing, meaning that fixed-salary earners are struggling to afford the cost of education for their children. This is further compounded by the fact that many of these families have multiple children, meaning that the cost of education is becoming increasingly difficult to manage.

Also, inflation affected the students of Christian Religious Education. Ahmed, & Tochukwu, (2024) noted that transportation costs can have a huge impact on the financial well-being of students and teachers, as they are often required to travel for school or work purposes. With inflationary pressure on the rise, these transportation costs are only going to get higher and higher. A rise in the cost of food can also be a burden for students and teachers who need to purchase meals on a budget. Also, it can make it more difficult for students and teachers to purchase nutritious meals and make it harder to cover the cost of school meals. This can lead to students and teachers going without meals or eating unhealthy food which can have negative health effects in the long run. Even rents, tuition fees, salaries of teachers, cost of acquiring teaching and learning materials like textbooks, classroom supplies and technology such as computers and tablets are greatly affected by inflation which can have a substantial impact on their ability to access educational resources. (Nwankwo, 2018) did a study and the study revealed that inflation harms the level of teachers' salaries. Ahmed, et al (2024) concluded that inflation has a very significant influence on the salaries of teachers, the cost of tuition and other education expenses, the quality of education within the system and on enrollment in educational institutions. Inflation has negative implications on the implementation of the school curriculum (Ogunode, & Ukzor, 2023).

### ***High Cost of Christian Religious Education Instructional Resources***

The continuous rise in the prices of goods and services has affected the instruction resources of Christian Religious Education. Christian Religious Education instructional resources are planned and organized resources designed for the implementation of Christian Religious Education curriculum in schools. Christian Religious Education instructional resources are employed by teachers to support and aid the effective implementation of curriculum in the schools. Most of these Christian Religious Education instructional resources are procured in bookshops and markets. Due to inflation, many CRK teachers cannot afford to buy and deploy them for the teaching and learning of Christian Religious Education in the schools. Nwankwo (2018) carried out a study titled Inflation and Education in Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. The findings of this study revealed that there is a positive and significant relationship between inflation and education. The study also revealed that inflation harms the quality of education. It was also found that inflation harms the availability of educational resources, such as classroom space and textbooks for Christian Religious Education. Adegoke, (2011) did a study and found out that most of the respondents (66.7%) reported that inflation has led to an increase in the cost of basic education. The OECD conducted a study in 2018 in which they found that countries with higher rates of inflation tend to have lower enrollment rates in both primary and secondary education. The report states that the rising cost of tuition, books, and other educational

expenses can place a financial burden on students and their families, making it difficult for them to afford an education. The report also found that higher inflation rates can lead to a decrease in the availability of scholarships and other financial aid, which can further reduce enrollment. Inflation has led to a high cost of instructional resources which directly affected curriculum implementation (Ogunode, Eze, & Olumodeji, 2024; Giami, 2023)

### ***Poor quality of Christian Religious Education in Nigerian schools***

Inflation has affected the quality of teaching and learning of Christian Religious Education in Nigerian schools. Since both the teachers and students are not in a sound economic tone both do the needful. Okeke, & Nwankwo, (2011) carried out a study titled Inflation and educational performance in Nigeria in Federal University of Technology Owerri, Imo state, Nigeria. The findings of the study revealed that there was a significant negative relationship between inflation and educational performance in Nigeria. The study concluded that inflation affects educational performance in Nigeria. The study also revealed that inflation harms the quality of education (Nwankwo, 2018). Also, Adegoke, (2011) carried out a study titled The Impact of inflation on the quality of education in Nigeria and discovered that the majority (80.1%) of the respondents reported that the quality of education has deteriorated due to inflation. Moreover, Organization for Economic Co-operation and Development OECD (2018) noted that inflation can also lead to a decrease in the quality of education available, as educational institutions may have to reduce their budgets due to the rising costs of goods and services. This can result in reduced access to educational materials, as well as a decrease in the number of teachers available. Inflation can have a significant and negative effect on enrollment in educational institutions, as it can make education more costly and can reduce the quality of the education available (Ahmed, et al 2024). World Bank (2018) found that higher inflation rates were associated with lower quality education, including lower student learning outcomes which included Christian Religious Education. Poor quality of education is linked with the high rate of inflation and insecurity (Ogunode & Agbade, 2023bGagarawa, & Mehrotra, 2017).

### **Conclusion and Recommendations**

This paper discussed the impact of inflation on the implementation of Christian Religious Education in Nigerian schools. The paper concluded that inflation has affected the smooth implementation of the Christian Religious Education curriculum, led to the high cost of Christian Religious Education instructional resources, and affected the quality of Christian Religious Education in Nigerian schools.

Based on the impacts identified, the paper recommends that the government diversify the economy by increasing local production. The government should increase the salaries of teachers and provide school buses to aid the transportation of students and teachers.

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