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TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES FOR PROMOTING STUDENTS INTEREST IN CHRISTIAN RELIGIOUS STUDIES IN PUBLIC AND PRIVATE SENIOR SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract
Technology-Enhanced instructional strategies are transforming education and educational institutions beyond recognition and it is impossible to be ignored. Hence this study examined technology-enhanced instructional strategies for promoting students' interest in Christian Religious Studies in public and private senior secondary schools in Enugu State, Nigeria. Three research questions and three corresponding hypotheses guided the study. Adopting a descriptive survey research design, the study made use of 8,466 SS II CRS students from the different public and private secondary schools in Enugu State, Nigeria. The sample size of this study was 384 SS II CRS students using the Taro Yamane formula for sample size: 202 Students in public schools and 182 students in private schools. The instrument for data collection in this research was researcher-developed questionnaire titled 'technology-enhanced instructional strategies for promoting students' interest in Christian religious studies (TEIS-PI-Q). The instrument was face validated by three experts. To ensure the reliability of the instrument, a trial test was conducted by administering 30 copies of the questionnaire to 30 participants in Abia state, which is outside the study area and are not part of the sample but share similar characteristics with the sample. Cronbach's Alpha method to determine the internal consistency of the items was used to test for reliability; cluster A and B has a reliability coefficient of .78 and .76. and overall reliability index value of .79. The data collected were analyzed using mean and standard deviation for the research questions whereas t-test was used to test the hypothesis at significant level of 0. 05. The findings of the study revealed that students in public and private schools agree that there are most effective technology-enhanced instructional strategies for promoting students interest in CRS. Also, the students agree that teachers rarely integrate technology-enhanced instructional strategies for promoting interest in CRS. Based on the findings of the study, it was recommended that students should be encouraged to use technologies that enhance their academic success. The impact of technology-enhanced instructional strategies should be promoted by the teachers in teaching and learning, and Government and school proprietors should provide secondary schools with technological equipment to meet the educational demands and standard of the technological era.

Keywords: technology-enhanced, instructional strategies, students interest, Christian Religious Studies

Introduction

Christian Religious Studies (CRS) is a vital component of the Nigerian education system, aiming to impart moral values, spiritual growth, and cultural heritage to students. Hence, Ntamu, Owulu and Monity (2016) pointed out that CRS teaches about God and is capable of developing the students intellectually, spiritually and morally. It shapes and makes one to be morally sound as well as a functional citizen. This is because Christian attitudes and moral values acquired through CRS, inculcate in one the behaviour like respect, honesty, truthfulness, love among others while social vices such as, crime, corruption, prostitution,

lies, robbery, and cultism, ritual, rivalry among others would be curtailed. It inculcates love and promotes unity, security, reconciliation, collaboration among the people (Ugwu, Ogwu & Igbokwe, 2017). Love promotes humility, respect, kindness, justice, fair play, forgiveness, obedience, orderly behaviour, discipline, hard work, devotion to duty (Nigeria Educational Research and Developmental council (NERDC), (2010). It encourages interpersonal relationship among the people. In this regard, Njoku, Okereke, Ugo- Israel & Umealor (2017) assert that the aim of teaching CRS is to raise people who could think for themselves, love and respect the views of others. CRS could make people to render selfless services rather than being selfish in all spheres of life. CRS is integrated in the national curriculum as one of the subjects that inculcate moral values and discipline in learners. The importance of the subject cannot be over emphasized; it could help an armed robber to turn a new leaf and a chronic sinner to a saint. It could also help a prostitute, drug addict, terrorist, and liar to be better persons in the society (Ezema, 2021). However, in recent years, there has been a growing concern about the declining interest of students in CRS, particularly in public and private senior secondary schools in Enugu State, Nigeria. There have been decline in students enrolment in the Senior Secondary School (SSS) classes. This is worrisome and could be responsible for students less attention and attitude toward learning of the subject. Scholars like Ggbenga (2014), Njoku (2015), Ndifon and Monity (2019) and Osewa (2020) verified the statistical enrolment of CRS students and found out that the number of students enrollment declined in SSS classes. This could be responsible for low performance among the students in the state. Several factors contribute to this decline, including: the dominant use of lecture-based instruction, which can be dull and unengaging, leading to student disinterest, students may perceive CRS as disconnected from their everyday lives, making it seem irrelevant and uninteresting.

To address these issues, educators and researchers have begun exploring innovative approaches to teaching CRS, including the integration of technology-enhanced instructional strategies. These strategies leverage digital tools, multimedia resources, and interactive learning environments to enhance student engagement, motivation, and interest in CRS. In recent times, there have been intense global campaigns for the integration of technology in the teaching of school subjects especially Christian Religious Studies curriculum (Efido, Oti & Ilechukwu 2024). It was on the basis of this that Al-Hawaj & Twizell (2008) observed that the use of technology in the teaching and learning of most school subjects is critical to making learners learn better and teachers to teach well. It ensures transactional instructional communication where the teacher manages the human materials, time and space to make sure that instructional conditions help in drawing student's attention to stimulation and recall stimulus thereby improving performance (Balash, Yong & Bin-Abu, 2011; Al-Ammary, 2012). In modern society, technology is described as a colossus driving different fields of human endeavour to different destinations. Hence the need for technology-enhanced instructional strategies.

Technology-enhanced instructional strategies, refer to the use of technology to improve teaching and learning, encompassing various tools and methods to enhance the learning experience. Hence, Nigeria can avail herself of the unlimited facilities provided by the ICT to re-launch the nation for the best. No doubt technology enables students to learn faster, remember longer, gain more accurate information and receive and understand delicate concepts. The use of technology in schools includes computers, internet facilities, audio-visual devices, multimedia projectors etc. Computers and internet facilities are now in place in many schools. It is envisaged that educators will see technology as a major

teaching and learning device across all educational institutions. Kosoko-Oyedeko & Tella (2009) have shown that with the power of interactivity and participation of multimedia and communication devices, the computer proves an excellent tool for the teaching and learning of school subjects. It has been found that Christian Religious Studies tends to be abstract in some situation and to remove the abstract nature of the subject, the use of teaching aid or instructional materials in the form of information and communication technology is essential (Efido, 2022). According to Owulu, Ntamu, and Monity (2016), technology is instructional equipments and services which make teaching and learning processes to be done electronically and provide access to a wide range of innovation, information and educational materials on the internet in order to bring the world into the classroom.

Hence, this study investigated the effectiveness of technology-enhanced instructional strategies in promoting students' interest in CRS in public and private senior secondary schools in Enugu State, Nigeria. By exploring these strategies, this study aims to contribute to the development of evidence-based instructional practices that can enhance student learning outcomes and attitudes towards CRS. While there is a growing body of research on technology-enhanced instruction in various subjects, there is a dearth of studies specifically investigating technology-enhanced instructional strategies for promoting students interest in Christian Religious Studies This study aims to address this research gap by exploring the potential of technology-enhanced instructional strategies in CRS curriculum aimed at promoting students' interest in the subject. This research has significant implications for it addresses a pressing concern of the decline of student interest in CRS as an issue that requires urgent attention. It contributes to educational research by adding to the existing body of research on technology-enhanced instructional strategies and their impact on student learning outcomes.

Despite the significance of the subject in promoting spiritual growth, moral values, and cultural awareness, Christian Religious Studies (CRS) has failed to capture the interest of students in public and private senior secondary schools in Enugu State, Nigeria. Research has highlighted several factors contributing to this apathy, including: use of outdated teaching methods, low student motivation, inadequate teaching resources and disconnection from real-life experiences. These factors have resulted in a significant lack of interest in CRS among students, highlighting the need for innovative approaches to teaching and learning.

The findings of this study have both theoretical and practical significance. Theoretically, the study verifies Social Cognitive Theory (SCT). Learning is influenced by observing others, imitating behaviors, and reinforcing experiences. Technology-enhanced instructional strategies can provide opportunities for students to observe, imitate, and reinforce learning behaviors, promoting interest in CRS. For practical significance, it will be of immense benefit to students, educator, curriculum planners and researchers. The findings will give the students opportunity to learn imitate, during which they will engage in their activities. This will help them to retain what they have learnt and be able to achieve good results. And the findings of this study can inform educators, policymakers, curriculum planners and researchers on effective strategies for promoting student interest in CRS.

Research Questions

The following research questions guided the study;

1. What are the technology-enhanced instructional strategies for promoting students' interest in CRS in public and private senior secondary schools in Enugu State?

2. How often does teachers integrate technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State?
3. What is the Perception of students on the impact of technology-enhanced instructional strategies on students' interest in CRS in public and private senior secondary schools in Enugu State?

Hypotheses

HO_1: There is no significant difference in the mean ratings of students in public and private schools on the technology-enhanced instructional strategies for promoting students interest in CRS in Enugu State, Nigeria.

HO_2: There is no significant difference in the mean ratings of students in public and private schools on how often teachers integrate technology-enhanced instructional strategies for promoting students interest in CRS in Enugu State.

HO_3: There is no significant difference in the mean ratings on the perception in public and private senior secondary schools on the impact of technology-enhanced instructional strategies in their interest in CRS in Enugu State

Methods

The study adopted a descriptive survey research design. Survey research design is a type of design that seeks to describe an event, situation, or action as it appears. According to Nworgu (2015) survey research design is one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be representative of the entire groups. The design was found appropriate and hence chosen for the study because questionnaires were used to collect data, the findings from which would be used to make generalization about the population. The area of the study was Enugu State, Nigeria. The target population of the study comprised 8,466 SS II CRS students from the different public and private secondary schools in Enugu State, Nigeria. The sample size of this study was 384 SS II CRS students using the Taro Yamane formula for sample size: 202 Students in public schools and 182 students in private schools. The instrument for data collection in this research was researcher-developed questionnaire titled 'Technology-Enhanced Instructional Strategies for Promoting Students Interest in Christian Religious Studies (TEIS-PI-Q). The rating scale consisted of three clusters of A, B and C Cluster A provides information on technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State.. Cluster B consists of fourteen items on how often teachers integrate technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools. Cluster C consists of fourteen items on perception of students on the impact of technology-enhanced instructional strategies on promoting interest in CRS in public and private senior secondary schools in Enugu State. The clusters were made up of four-point scale of Strongly agree (SA), Agree (A), Disagree (D), and strongly disagree (SD) for clusters A, C and E and while clusters B and D were on Always (A) Sometimes (ST) Rarely (R) Never and Very High Extent (VHE) High Extent HE) Low Extent (LE) Very Low Extent (VLE) Decision (DEC) Standard deviation (SD). The instrument was face-validated by three experts. The experts were given drafts of the structured questionnaire which were based on the research questions and corresponding hypotheses. The experts' comments, as well as suggestions resulted in restructuring the research questions and hypothesis. It also resulted in restructuring some

of the items and deleting the unnecessary ones which led to the production of the final copy. The instrument was administered directly to the respondents. The rating scale was distributed manually to all the CRS students in public and private senior secondary schools in the sampled schools with the permission of the principal of the sampled schools. The administration and retrieval of the questionnaire was done by the researcher and assistants, and this ensured accurate return of the 384-instruments given out. The data collected were analyzed using, mean and standard deviation. Independent t-test was used to test the hypotheses at significant level of .05

Results

Table 1: Means-scores of student's response on the technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State?

S/N	Item Statement	Public			Private		
		MEAN	SD	DEC	MEAN	SD	DEC
1	Interactive multimedia presentations	2.50	.98	Agree	2.67	.70	Agree
2	Online discussions and forums	2.87	.79	Agree	3.33	.50	Agree
3	Virtual field trips	2.96	.83	Agree	3.00	1.00	Agree
4	Simulations	2.83	.79	Agree	3.22	.83	Agree
5	Gamification and educational games	2.53	.67	Agree	3.00	.70	Agree
6	Real-time quizzes and assessments	3.18	.91	Agree	3.22	.83	Agree
7	Student-created multimedia projects	3.18	.85	Agree	3.33	.70	Agree
8	Flipped classroom approach	2.83	.79	Agree	3.22	.83	Agree
9	Collaborative learning tools (e.g., Google Docs, Padlet)	2.91	.89	Agree	3.00	1.11	Agree
10	Use of smartphone	2.56	1.18	Agree	2.75	.84	Agree
11	Online textbooks	3.00	.89	Agree	2.86	.96	Agree
12	Educational apps	3.03	.90	Agree	2.90	1.15	Agree
13	Social media ie WhatsApp	2.75	.84	Agree	2.87	1.07	Agree
14	Online discussion forums	2.86	.96	Agree	2.53	.67	Agree
	Cluster Mean	**2.71**	**.34**	**Agree**	**3.02**	**.53**	**Agree**

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

For Students in both public and private schools, items 1-14 had mean rating within 2.50-3.49 and that shows that the students agree on the technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State technology. Furthermore, the cluster mean ($\bar{X}$= 2.71, SD = .34) for students in public schools was within the mean rating for agree while that of the students in private schools ($\bar{X}$= 3.02, SD = .53) was within the range for agree too. This indicated an agreement on the most effective technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State.

Corresponding Ho_1: There is no significant difference in the mean ratings of students in public and private schools on technology-enhanced instructional strategies for promoting students interest in CRS in Enugu State.

Table 2: t-test Analysis of the difference in the Means-scores of student's response on the technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State

Respondents	N	$\bar{X}$	SD	t-value	Df	Sig.	Dec
Public	202	2.71	.34	-1.202	8.839	.261	NS
Private	182	3.02	.53				

Note: $\bar{X}$= Mean, SD = Standard deviation, df = degree of freedom, Sig.= Associated probability value,

NS = Not Significant

The result in Table 2 showed an independent–sample t-test conducted to compare the mean ratings of the most effective technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State. The result showed that there was no significant difference in the mean rating of students in public schools ($\bar{X}$ =2.71, SD =.34) and students in private schools ($\bar{X}$= 3.02, SD =.53), *t*(-1.202) = -8.839, p = .261 two-tailed. The null hypothesis was, therefore not rejected indicating there was no significant difference in the mean ratings of students in public and private schools on the technology-enhanced instructional strategies for promoting students interest in CRS in Enugu State, Nigeria.

Table 3: Means-scores of student's response on the teachers integration of technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State

		Public			Private		
S/N	Item Statement	MEAN	SD	DEC	MEAN	SD	DEC
1	Interactive multimedia presentations	2.44	.88	Rarely	2.30	.83	Rarely
2	Online discussions and forums	2.44	1.01	Rarely	2.38	.85	Rarely
3	Virtual field trips	2.44	.88	Rarely	2.42	.80	Rarely
4	Simulations	1.44	.52	Rarely	2.43	.82	Rarely
5	Gamification and educational games	2,78	.97	Sometimes	2.79	.87	Sometimes
6	Real-time quizzes and assessments	2.45	1.00	Rarely	2.71	.89	Sometimes
7	Student-created multimedia projects	2.22	.67	Rarely	2.35	.86	Rarely
8	Flipped classroom approach	2.11	.60	Rarely	2.16	.75	Rarely
9	Collaborative learning tools (e.g., Google Docs, Padlet)	2.04	0.75	Rarely	2.11	0.71	Rarely
10	Use of smartphone	2.11	0.71	Rarely	2.04	0.75	Rarely
11	Online textbooks	2.90	0.31	Sometimes	2.40	1.07	Rarely
12	Educational apps	2.70	0.47	Sometimes	2.50	1.24	Sometimes
13	Social media ie WhatsApp	2.30	0.92	Rarely	2.50	0.95	Sometimes
14	Online discussion forums	2.04	0.82	Rarely	2.03	0.88	Rarely
	Cluster Mean	**2.41**	**.25**	**Rarely**	**2.43**	**.18**	**Rarely**

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

In table 3 the result showed that students in public schools mean ratings for items 1-4, 6-10 and 13-14 were within the range of 1.50-2.49, which implies that teachers rarely integrate technology-enhanced instructional strategies for promoting students interest' in

CRS while their mean ratings for items 5, 11-12 fall within the range of 2.50-3.49, signifying that sometimes teachers integrate technology-enhanced instructional strategies for promoting students' interest in CRS. In a similar vein, students in private schools' students had mean ratings within the range of 1.50-2.49 on items 1-4, 6-11 and 14 signifying that teachers rarely integrate technology-enhanced instructional strategies for promoting students interest in CRS while their mean ratings for items 5-6, 12-13 fall within the range of 2.50-3.49, signifying that sometimes teachers integrate technology-enhanced instructional strategies for promoting students' interest in CRS. Furthermore, the cluster mean ($\bar{X}$= 2.41, SD = .25) for public school students was within the range for rarely while that of the private schools ($\bar{X}$= 2.43, SD = .18) was within the range for rarely. This shows that both students in public and private schools were of the opinion that teachers rarely integrate technology-enhanced instructional strategies for promoting students interest in CRS in Enugu State.

Ho_2 There is no significant difference in the mean ratings of students in public and private schools on how often teachers integrate technology-enhanced instructional strategies for promoting students interest in CRS in Enugu State.

Table 4: t-test Analysis of the difference in the mean responses of student's on the teachers integration of technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State

Respondents	N	$\bar{X}$	SD	t-value	Df	Sig.	Dec
Public	202	2.41	.25	.122	9.130	.905	NS
Private	198	2.43	.18				

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

The result in Table 4 showed an independent–sample t-test conducted to compare the mean ratings of the student's on the teachers integration of technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State The result showed that there was no significant difference in the mean rating scores of students in public schools ($\bar{X}$=2.41, SD =.25) and teachers ($\bar{X}$ = 2.43, SD =.18), t(.122) = 9.130, p = .905 two-tailed. The null hypothesis was therefore not rejected indicating there was no significant difference in the mean ratings of the students in public and private schools on how often the teachers integrate technology-enhanced instructional strategies for promoting students interest in CRS in Enugu State

Table 5: Means-scores of student's response on the impact of technology-enhanced instructional strategies on their interest in CRS in public and private senior secondary schools in Enugu State?

		Public			Private		
S/N	Item Statement	MEAN	SD	DEC	MEAN	SD	DEC
1	Interactive multimedia presentations	2.50	.98	HE	2.67	.70	HE
2	Online discussions and forums	2.87	.79	HE	3.33	.50	HE
3	Virtual field trips	2.96	.83	HE	3.00	1.00	HE
4	Simulations			HE			HE
5	Gamification and educational games	2.53	.67	HE	3.00	.70	HE
6	Real-time quizzes and assessments	3.18	.91	HE	3.22	.83	HE
7	Student-created multimedia projects	3.18	.85	HE	3.33	.70	HE

8	Flipped classroom approach	2.83	.79	HE	3.22	.83	HE
9	Collaborative learning tools (e.g., Google Docs, Padlet)	2.91	.89	HE	3.00	1.11	HE
10	Use of smartphone	2.56	1.18	HE	2.50	.98	HE
11	Online textbooks	3.00	.89	HE	2.87	.79	HE
12	Educational apps	3.03	90	HE	2.96	.83	HE
13	Social media ie WhatsApp	2.75	.84	HE	2.83	.79	HE
14	Online discussion forums	2.86	.96	HE	2.53	.67	HE
	Cluster Mean	**2.90**	**1.15**	**HE**	**3.05**	**.53**	**HE**

Key: Very High Extent (VHE) High Extent HE) Low Extent (LE) Very Low Extent (VLE) Decision (DEC) Standard deviation (SD)

Table 5 shows that students in both public and private schools, items 1-14 had mean rating within 2.50-3.49 and that shows that the students agree on the most effective technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State. Furthermore, the cluster mean ($\bar{X}$= 2.90, SD = .1.15 for students in public schools was within the mean rating for agree while that of the students in private schools ($\bar{X}$= 3.05, SD = .53) was within the range for agree too. This indicates an agreement on the technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State.

Ho$_3$: There is no significant difference in the mean ratings on the perception of students on the extent of the impact of technology-enhanced instructional strategies in promoting their interest in CRS public and private senior secondary schools in Enugu State

Table 6: t-test Analysis of the difference in the Means-scores of students' responses on the the impact of technology-enhanced instructional strategies in promoting their interest in CRS in public and private senior secondary schools in Enugu State

Respondents	N	$\bar{X}$	SD	t-value	Df	Sig.	Dec
Public	202	2.90	1.15	-1.3034	8.939	.271	NS
Private	182	3.05	.53				

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

The result in Table 6 showed an independent–sample t-test conducted to compare the mean ratings of students on the impact of technology-enhanced instructional strategies on their interest in CRS in public and private senior secondary schools in Enugu State. The result showed that there was no significant difference in the mean rating of students in public schools ($\bar{X}$ =2.90, SD =.1.15) and students in private schools ($\bar{X}$= 3.05, SD =.53), t(-1.3034) = -8.939, p = .271 two-tailed. The null hypothesis was, therefore, not rejected indicating there was no significant difference in the mean ratings of students in public and private schools on the the impact of technology-enhanced instructional strategies on their interest in CRS in public and private senior secondary schools in Enugu State.

Discussion

The findings of this study on research question one on the technology-enhanced instructional strategies for promoting students interest in CRS in public and private senior secondary schools in Enugu State shows that students in public and private schools agrees that there are many technology-enhanced instructional strategies for promoting students

interest in CRS in public and private senior secondary schools and they include: Interactive multimedia presentations, online discussions and forums, virtual field trips, simulations, gamification and educational games, real-time quizzes and assessments, student-created multimedia projects, flipped classroom approach, collaborative learning tools (e.g., google docs, padlet), use of smartphone, online textbooks, educational apps, social media ie WhatsApp, and online discussion forums. The findings of Efido, Oti and Ilechukwu (2024) support this findings which noted the impact of technology in the teaching and learning of Christian Religious Studies Curriculum. The findings of Panelalice, Bertrand, Erwan, & Masatoshi (2019)., does not support this finding. According to the author, preparing students for the future goes beyond the issue of assumptions in education; they also need new skills as computer technology continues to be woven into their daily lives. It has become pertinent for technologies to be utilized in CRS.

The findings of this study on research question two show that students in public and private schools agree that technological-enhanced instructional strategies are rarely used to arouse their interest in the subject. Obiously, technology provides dynamic and interactive tools that engage students in ways traditional methods cannot. Interactive whiteboards, educational apps, and multimedia resources cater for various learning styles, making lessons more accessible, engaging, and effective. This finding disagrees agrees with the findings of Laura (2023) who observed that technology has profoundly impacted education, upending traditional teaching methods and reshaping today's learning landscape. The author pointed out several key areas that highlight the transformative effects of technology on education to include: access to information, interactive and engaging learning, efficiency in administration, skill development for the digital age, flexibility in learning, innovative assessment methods. Therefore, there is need for the teachers to integrate technology-enhanced instructional strategies for promoting students' interest in CRS in public and private senior secondary schools in Enugu State.

The findings of this study on research question three present the perception of students on the extent of the impact of technology-enhanced instructional strategies in promoting interest in CRS in public and private senior secondary schools in Enugu State. The perception of students has it that to a low extent these technological-enhanced instructional strategies are used in teaching and learning. The findings are in consonance with the findings of Dare (2018), who noted that technological tools have the potential to offer significant support to teaching and learning of CRS for qualitative Nigeria education It ensures excellent contact in private, public and government sector; when sense organs are involved, it makes one to see real action and hear the sound. It contradicts the findings of Efido and Ilechukwu (2022) who noted that ICT tools are not available in secondary schools for teaching and learning, hence the strong support for the provision of technological equipment to meet the educational demands and standard of the technological era.

Conclusion

This study emphasizes the critical need for technology-enhanced instructional strategies to promote students' interest in Christian Religious Studies (CRS) in public and private senior secondary schools in Enugu State, Nigeria. To reinvigorate students' dwindling interest in CRS, it is essential to harness technology's transformative power in the CRS curriculum, integrate technology into teaching, and foster personalized learning, global connectivity, and innovative teaching methods. By investing in students, ensuring

equitable access, and promoting responsible technology integration, the country can empower its next generation with skills for an innovation-driven future and propel its 21st-century educational system to meet global standards. Effective technology integration in the CRS curriculum is vital for stakeholders to promote, and implementing this study's recommendations can drive meaningful change in Nigeria's education system.

Recommendations

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

1. Students should be encouraged to use technologies that enhance their academic success.
2. The impact of technology-enhanced instructional strategies should be promoted by the teachers in teaching and learning so it could be embraced in the educational system.
3. Government and school proprietors should provide secondary schools with technological equipment to meet the educational demands and standard of the technological era.

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