DECLINING STUDENTS' ADMISSION IN CRS AND ISS EDUCATION IN COLLEGES OF EDUCATION: THE RELEVANCE OF 21ST CENTURY INNOVATIVE TEACHING METHODS

[1]SAAD Jamiu Abdulazeez; [2]KUMUYI, Francis Oladimeji and [3]ZUBAIR Taye Olopalamba

[1&3]Department of Islamic Studies,
[2]Department of Christian Religious Studies,
[1,2&3]Kwara State College of Education, Oro, Kwara State, Nigeria,
[1]abuuabdushakur@gmail.com [2]ladunk67@gmail.com,
[3]alubarikalagba1@gmail.com

Abstract

This study examines the steady decline in student enrolment in Christian Religion Knowledge (CRK) and Islamic Studies (ISS) at the College of Education, Oro, within the broader context of shifting educational priorities in Nigeria. Traditionally, both subjects have played an important role in shaping moral values, ethical awareness, and responsible citizenship among students. However, the increasing preference for science, technology, and career-oriented programmes has contributed to a gradual reduction in students' admission in religious education, raising concerns about its sustainability in teacher education institutions. Institutional records reveal a consistent downward trend: CRS same declined from 16 students in the 2021/2022 academic session to 10 in 2025/2026, while ISS fell more sharply from 14 to 5 over the same period. These figures reflect a gradual loss of interest which seems to be influenced by teaching methods, societal attitudes, and limited institutional support. The study adopts a descriptive and analytical approach, drawing on enrolment data and relevant scholarly literature. It is suggested that innovative instructional strategies such as blended learning, multimedia resources, gamification, and digital platforms can enhance student engagement and improve perceptions of CRS and ISS. The study concludes that curriculum reform, improved lecturer capacity, better infrastructure, and stronger policy support are essential for reversing the decline and sustaining the relevance of religious education in contemporary Nigerian teacher education.

Keywords: Christian Religious Studies, Islamic Studies, declining enrolment, teaching innovation, teacher education

Introduction

Religious education has historically occupied a central position in the Nigerian educational system, particularly through Christian Religious Studies (CRS) and Islamic Studies (ISS), which aim to inculcate moral values, ethical consciousness, and spiritual discipline among learners. In a pluralistic society such as Nigeria, these subjects also function as instruments for promoting peaceful coexistence, interreligious understanding, and national unity. Contemporary scholarship affirms that religious studies significantly contribute to students' moral development and social responsibility, especially in an era characterised by increasing moral challenges among youths (Aremu, 2023; Okoye, 2024).

Despite this recognised importance, there is growing concern about the declining interest and enrolment in CRS and ISS

across various levels of education in Nigeria. Studies indicate that many students perceive religious studies as outdated, less relevant, or less rewarding compared to science- and technology-oriented disciplines, which are often associated with better career prospects (Okoye, 2024; Disciplines.ng, 2024). This shift reflects broader socio-economic changes, including increased emphasis on employability, technological competence, and global competitiveness in the 21st century.

At the policy level, efforts have been made to sustain the relevance of religious education. The Nigerian Educational Research and Development Council (NERDC) continues to uphold the inclusion of CRS and ISS within the national curriculum, emphasising their role in holistic education (The Daily Reality, 22 January 2026). However, policy commitment has not translated into sustained enrolment, suggesting the persistence of deeper pedagogical and structural challenges. These include ineffective teaching methods, shortage of qualified teachers, inadequate instructional resources, and the marginalisation of religious studies within the broader curriculum (Odey et al., 2024; Disciplines.ng, 2024).

The situation is particularly critical in Colleges of Education, which are responsible for training future teachers. Declining enrolment in CRS and ISS within these institutions threatens the supply of qualified educators, thereby reinforcing a cycle of reduced interest and weakened instructional quality. Evidence from the College of Education, Oro illustrates this trend, with CRS enrolment declining from 16 to 10 students and ISS from 14 to 5 between the 2021/2022 and 2025/2026 academic sessions. This pattern reflects a steady erosion of student interest and signals a potential crisis in the sustainability of religious education.

Furthermore, the continued reliance on traditional, teacher-centred pedagogies, characterised by rote learning and limited interaction as reduced the appeal of CRS and ISS to contemporary learners. In contrast, emerging evidence suggests that the integration of digital tools and innovative teaching strategies, including multimedia instruction, digital storytelling, and collaborative learning, can significantly enhance student engagement and learning outcomes (Aremu, 2023; Odey et al., 2024).

It is within this context that 21st-century teaching innovations become essential. Approaches such as information and communication technologies (ICT), blended learning, and learner-centred pedagogies have transformed educational practice globally. Their application in CRS and ISS education offers considerable potential for improving instructional delivery, enhancing student engagement, and reversing declining enrolment trends.

This study therefore examines the decline in student enrolment in CRS and ISS education, with particular reference to the College of Education, Oro, and explores the role of 21st-century teaching innovations as a strategic response. By integrating empirical evidence with contemporary educational discourse, the study aims to provide practical pathways for revitalising religious studies education in Nigeria.

Conceptual Clarifications

A clear understanding of the key concepts underpinning this study is essential for analysing the declining enrolment in CRS and ISS and the relevance of 21st-century teaching innovations.

Concept of Christian Religious Studies (CRS): Christian Religious Studies (CRS) is the academic study of the teachings, doctrines, history, and moral principles of Christianity as contained in the Bible and

Christian traditions. In the Nigerian educational system, it functions as a value-oriented discipline aimed at shaping moral character, promoting ethical behaviour, and fostering responsible citizenship (Aremu, 2023). CRS also promotes social integration through virtues such as love, honesty, forgiveness, and tolerance. At the College of Education level, it prepares future teachers to transmit these values. However, declining student interest has been linked to changing societal priorities and perceptions about limited career relevance (Okoye, 2024).

Concept of Islamic Studies (ISS): Islamic Studies (ISS) involves the systematic study of the Qur'an, Hadith, Fiqh, *Tawḥīd*, and Islamic civilisation. It plays a vital role in moral upbringing, spiritual development, and the preservation of Islamic heritage. ISS promotes values such as justice (*ʿadl*), honesty (*ṣidq*), patience (*ṣabr*), and social responsibility, while fostering peaceful coexistence in a multi-religious society. Despite these contributions, enrolment has declined significantly, as evident in institutions like the College of Education, Oro, raising concerns about sustainability and teacher supply (Odey et al., 2024).

Concept of Student Enrolment: Student enrolment refers to the number of students registered in a particular programme within an academic session and serves as an indicator of its relevance and attractiveness. Declining enrolment denotes a reduction in student participation over time due to factors such as societal perception, economic considerations, teaching quality, and curriculum relevance. Evidence from the College of Education, Oro shows a fluctuating but overall downward trend in CRS and ISS enrolment, indicating a need for urgent intervention.

Concept of 21st-Century Teaching Innovations: 21st-century teaching innovations are learner-centred approaches that integrate technology, creativity, and critical thinking to enhance learning. They move beyond traditional lecture methods to more interactive and flexible strategies. These include digital platforms, multimedia tools, collaborative learning, gamification, and artificial intelligence–supported instruction, all aimed at aligning education with a technology-driven world (Odey et al., 2024; Redecker, 2020). In CRS and ISS, such innovations can make learning more engaging and relevant, thereby improving students' enrolment.

Interrelationship of the Concepts: These concepts are closely interconnected. CRS and ISS are value-based disciplines whose sustainability depends on student enrolment. However, declining enrolment threatens their continuity. The integration of 21st-century teaching innovations offers a practical pathway for enhancing their relevance, improving engagement, and revitalising enrolment in institutions such as the College of Education, Oro.

Causes of Declining Enrolment in CRS and ISS Education

The decline in enrolment in Christian Religious Studies (CRS) and Islamic Studies (ISS), particularly in Colleges of Education such as the College of Education, Oro, results from a combination of social, pedagogical, and institutional factors shaping students' academic choices.

1 Changing Societal Value Orientation: There is a growing preference for science, technology, and vocational courses perceived to offer better economic opportunities. As a result, CRS and ISS are often viewed as less rewarding, leading to reduced students' enrolment. (Okoye, 2024).

2 Perceived Limited Career Opportunities: Many students believe CRS and ISS lead mainly to teaching

careers, which are often seen as less attractive. This perception discourages enrolment among career-oriented students (Aremu, 2023).

3 Traditional and Less Engaging Teaching Methods: The continued use of lecture-based and rote learning approaches makes CRS and ISS less appealing to modern learners, reducing motivation and interest (Odey et al., 2024).

Empirical Evidence from College of Education, Oro

The enrolment data from the College of Education, Oro provides a clear illustration of these challenges:

The enrolment statistics reveal a steady decline in students' interest in Religious Studies over the period under review. Christian Religious Studies (CRS) recorded a decrease from 16 students in the 2021/2022 academic session to 10 students in the 2025/2026 session. Similarly, Islamic Studies (ISS) experienced a sharper decline, dropping from 14 students in the 2021/2022 session to only 5 students in the 2025/2026 academic session. These figures indicate a significant reduction in enrolment in both subjects over the five-year period.

This pattern reveals a consistent downward trend, particularly in ISS, which experienced a sharper decline. The fluctuations in CRS also suggest instability influenced by short-term factors rather than sustained interest.

This empirical evidence reinforces the argument that declining enrolment is not isolated but reflective of broader systemic issues affecting religious education programmes.

Enrolment Trend Analysis in CRS and ISS at the College of Education, Oro

To provide empirical grounding for the discussion on declining enrolment, data from the College of Education, Oro, over five academic sessions are presented below:

Academic Session	CRS Enrolment	ISS Enrolment
2021/2022	16	14
2022/2023	7	14
2023/2024	7	7
2024/2025	12	7
2025/2026	10	5

The data reveal a fluctuating but generally declining trend in both programmes. CRS enrolment dropped sharply from 16 in the 2021/2022 session to 7 in 2022/2023, experienced a brief recovery to 12 in 2024/2025, and declined again to 10 in 2025/2026.

In contrast, ISS enrolment showed an initial stability between 2021/2022 and 2022/2023 (14 students), followed by a consistent decline to 5 students by the 2025/2026 session. This represents a significant reduction of over half of its original enrolment within five years.

This pattern suggests that while both programmes are affected, ISS is experiencing a more severe and sustained decline. The fluctuations observed in CRS may indicate temporary improvements due to short-term interventions, but the absence of consistent growth reflects underlying structural challenges.

To ground the discussion on declining enrolment, data from the College of Education, Oro over five academic sessions (2021/2022–2025/2026) were analysed.

In percentage terms, CRS enrolment decreased by 37.5% over the five-year period, while ISS recorded a sharper decline of about 64.3%. This indicates that ISS is more severely affected, pointing to a deeper level of disengagement among prospective students.

Thus, the trend reflects both declining interest and instability in enrolment, particularly in CRS where fluctuations are evident. These patterns

suggest underlying structural challenges and highlight the need for targeted institutional interventions and more innovative teaching strategies to attract and retain students.

Implications of Declining Enrolment in CRS and ISS Education

The steady decline in enrolment in Christian Religious Studies (CRS) and Islamic Studies (ISS) at the College of Education, Oro has significant academic, institutional, and societal implications. Beyond numbers, it reflects deeper challenges affecting teacher preparation, moral education, and the sustainability of religious studies in Nigeria.

One major implication is the likely shortage of qualified CRS and ISS teachers. As Colleges of Education are responsible for producing NCE graduates, reduced enrolment from 16 to 10 in CRS and 14 to 5 in ISS suggests a decline in teacher output. This may lead to increased reliance on non-specialist teachers, ultimately affecting the quality of instruction (Eze & Nwafor, 2022).

The decline also weakens moral and ethical education. CRS and ISS are value-oriented subjects that shape students' character. A reduction in enrolment may signal less emphasis on structured moral instruction, which has been linked to rising indiscipline and behavioural challenges among youths (Abdulrahman & Yusuf, 2023).

In addition, declining enrolment threatens the preservation of religious and cultural heritage. With fewer students specialising in these fields, the transmission of religious knowledge and traditions may gradually diminish, leading to reduced religious literacy among younger generations (Ibrahim, 2021).

Another concern is the reduction in academic diversity within teacher education. As student interest shifts to other fields, the balance of disciplines is disrupted, weakening the holistic goal of producing well rounded educators (Okafor & Bello, 2024).

Institutionally, low enrolment can affect programme viability. Departments may face reduced funding, limited staffing, and even the risk of restructuring or closure, which could impact their long-term sustainability (Taiwo & Adebayo, 2022).

Furthermore, smaller enrolment reduces academic engagement. Limited classroom interaction and fewer collaborative opportunities can weaken intellectual development and discourage research and innovation in these disciplines.

At the national level, this trend undermines educational goals aimed at producing morally grounded and socially responsible citizens. CRS and ISS play a key role in promoting ethical values and interreligious understanding, making their decline a concern for broader educational objectives (Federal Ministry of Education, 2022).

Empirical data from the College of Education, Oro (CRS: 16 → 7 → 7 → 12 → 10; ISS: 14 → 14 → 7 → 7 → 5) reinforces these concerns. The consistent decline, particularly in ISS, suggests that without intervention, these challenges may continue to intensify.

21st Century Innovative Teaching methods

The shift in 21st century education has moved teaching away from teacher centred approaches towards more interactive and learner focused methods. These innovations emphasise engagement, collaboration, and digital integration, making them particularly relevant to CRS and ISS, where understanding and reflection are essential.

1. Meaning and Nature of 21st Century Teaching Innovations: 21st century teaching innovations refer to modern instructional practices that combine

technology with student centred methods to improve learning outcomes. They align education with a knowledge based and digital society and promote active learning rather than passive reception (Redecker & Punie, 2020). In CRS and ISS, they help make abstract concepts more meaningful and relatable.

2. Digital Learning Platforms and E Learning Systems: Digital platforms such as Moodle, Google Classroom, and Microsoft Teams support content delivery, interaction, and assessment. In CRS and ISS, they provide access to religious texts and learning materials beyond the classroom, encouraging continuous and flexible learning (Ally, 2022).

3. Blended Learning Approach: Blended learning combines face to face teaching with online activities. This allows CRS and ISS students to engage with core concepts in class and deepen their understanding through online discussions and assignments, promoting independent learning (Garrison & Vaughan, 2021).

4. Flipped Classroom Strategy: The flipped classroom enables students to study content before class and use class time for discussion and analysis. In religious studies, this approach enhances engagement with moral and theological issues and reduces passive learning (Bishop & Verleger, 2021).

5. Gamification and Interactive Learning: Gamification uses elements like quizzes and rewards to increase motivation. In CRS and ISS, it can make learning scriptures and historical content more engaging, improving retention and participation (Dichev & Dicheva, 2021).

6. Artificial Intelligence and Personalised Learning: Artificial intelligence supports personalised learning by identifying student needs and providing tailored feedback. In CRS and ISS, it helps simplify complex theological ideas and supports diverse learning abilities (Holmes et al., 2023).

7. Multimedia and Visual Learning Tools: Multimedia tools such as videos and animations make learning more engaging and easier to understand. They help present religious stories and teachings in ways that improve comprehension and emotional connection (Mayer, 2020).

8. Collaborative and Social Learning Tools: Collaborative learning encourages students to interact, share ideas, and learn from one another. In CRS and ISS, it promotes critical thinking and respect for diverse religious perspectives.

9. Relevance to CRS and ISS Enrolment Challenges: These innovations are important for addressing declining enrolment. By making CRS and ISS more interactive and relevant, they can increase student interest and participation. This is particularly important at the College of Education, Oro, where enrolment, especially in ISS, continues to decline.

Role of 21st Century Teaching Innovations in Reviving Enrolment in CRS and ISS Education

The decline in enrolment in CRS and ISS at the College of Education, Oro highlights the need for innovative teaching approaches. 21st century teaching innovations provide practical strategies that can improve student interest, reshape perception, and strengthen engagement in religious studies.

1 Enhancing Student Engagement and Interest: 21st century teaching tools such as multimedia, videos, and digital storytelling make learning more interactive and engaging. This helps sustain students' attention and interest in CRS and ISS. Research shows that visually rich and interactive content improves participation and curiosity (Mayer, 2020; Redecker & Punie, 2020).

2 Improving Perception of Religious Studies as Modern and Relevant: Many students perceive CRS and ISS as outdated. However, using digital

platforms, AI tools, and online learning environments helps reposition these subjects as modern and relevant. This positive shift in perception can attract and retain students (Holmes et al., 2023).

3 Bridging the Gap Between Tradition and Modern Learning Styles: Students today prefer technology driven learning. Innovations such as flipped classrooms allow them to study religious content through videos or online materials before class, where deeper discussions follow. This makes CRS and ISS more interactive and engaging (Bishop & Verleger, 2021).

4. Enhancing Academic Performance and Confidence: Tools like gamification, visual aids, and personalised learning systems simplify complex religious concepts. This improves understanding, boosts academic performance, and increases student confidence, reducing the likelihood of withdrawal (Dichev & Dicheva, 2021).

5. Strengthening Lecturer Effectiveness and Instructional Delivery: Digital tools and learning management systems help lecturers deliver lessons more effectively, track progress, and provide feedback. This improves teaching quality and increases the attractiveness of CRS and ISS programmes (Garrison & Vaughan, 2021).

6. Revitalising Enrolment Trends: Evidence from College of Education, Oro: The enrolment trend (CRS: 16 → 7 → 7 → 12 → 10; ISS: 14 → 14 → 7 → 7 → 5) shows a general decline, especially in ISS. However, the slight improvement in CRS suggests that positive change is possible. Introducing teaching innovations can help reverse negative perceptions, improve interest, stabilise enrolment, and sustain engagement.

8. Supporting Lifelong Learning and Digital Religious Literacy: Digital learning platforms allow students to access religious materials beyond the classroom. This encourages continuous learning, deeper understanding, and stronger engagement with CRS and ISS, supporting long term religious literacy.

Challenges in Implementing 21st Century innovative teaching methods in CRS and ISS Education

Although 21st century teaching innovations offer strong potential for improving enrolment and engagement in CRS and ISS, their implementation in institutions such as the College of Education, Oro is constrained by several challenges.

1. Inadequate ICT Infrastructure and Digital Facilities: A major challenge is the lack of adequate ICT infrastructure such as functional computer laboratories, stable internet access, and digital learning tools. Without these resources, it becomes difficult to implement e learning platforms, multimedia instruction, and other innovative methods effectively (UNESCO, 2023).

2. Limited Digital Competence Among Lecturers: Some CRS and ISS lecturers may have strong subject knowledge but lack sufficient digital skills to integrate technology into teaching. Teacher competence plays a key role in technology adoption, and limited training reduces the effective use of innovative tools (OECD, 2021).

3. Resistance to Change and Pedagogical Conservatism: Some educators prefer traditional lecture-based methods due to familiarity. In CRS and ISS, there may also be concerns that technology could weaken the spiritual or doctrinal depth of the subjects. This resistance slows down the adoption of modern teaching approaches (UNESCO, 2023).

4. Poor Funding and Institutional Support: Limited funding affects the provision of ICT facilities, staff training, and maintenance of digital systems. Since CRS and ISS are often not prioritised in

resource allocation, the implementation of innovative teaching strategies becomes difficult (World Bank, 2022).

5. Irregular Power Supply and Connectivity Issues: Unstable electricity and poor internet connectivity disrupt digital learning activities. Since most 21st century teaching tools depend on power and internet access, frequent interruptions reduce their effectiveness, especially in less urban areas (Nigerian Communications Commission, 2023).

6. Students' Digital Divide and Accessibility Issues: Not all students have equal access to smartphones, computers, or reliable internet. This creates inequality in participation when blended or online learning is used, limiting the effectiveness of innovative teaching in CRS and ISS.

7. Curriculum Rigidity and Assessment Constraints: Existing CRS and ISS curricula are still largely traditional and exam focused. This limits flexibility for methods such as gamification, project-based learning, and multimedia assessment, thereby restricting innovation in teaching practices.

8. Institutional Attitude and Policy Gaps: In some institutions, there is weak policy enforcement for ICT integration in humanities and religious studies. As a result, CRS and ISS may receive less technological support compared to science-based disciplines, reducing their capacity for innovation.

9 Empirical Reflection on College of Education, Oro: The enrolment trend at the College of Education, Oro (CRS: 16 → 10; ISS: 14 → 5) shows that declining enrolment may persist if these challenges are not addressed. This suggests that teaching innovations alone are not enough unless supported by strong infrastructure, funding, and institutional commitment.

Recommendations

1. There is a need to integrate 21st century digital tools into CRS and ISS teaching to reposition the programmes as modern, engaging, and intellectually relevant.
2. Lecturers should be regularly trained and retrained on digital pedagogy and innovative teaching methods to improve confidence and instructional effectiveness.
3. The College of Education, Oro should prioritise investment in ICT infrastructure such as stable internet, computer laboratories, projectors, and smart classrooms to support effective digital learning.
4. The CRS and ISS curriculum should be reviewed to allow more flexible teaching and assessment approaches, including project based and technology supported methods.
5. Academic counselling services should be strengthened to inform students about the relevance, career opportunities, and societal value of CRS and ISS programmes.
6. Institutional awareness campaigns should be intensified to promote the role of CRS and ISS in moral development, social harmony, and national integration.
7. Blended learning should be adopted to combine face to face instruction with online learning, improving flexibility and student engagement.
8. Government and institutional authorities should increase funding for humanities and religious studies to support infrastructure, training, and programme development.
9. Lecturers should adopt student centred strategies such as discussions, debates, group work, and reflective activities to sustain student interest and participation in CRS and ISS programmes.

Conclusion

This study examined the declining enrolment in Christian Religious Studies

(CRS) and Islamic Studies (ISS) at the College of Education, Oro, with emphasis on 21st-century teaching innovations as a possible solution. The enrolment trend shows a steady decline, particularly in ISS, which fell from 14 students in 2021/2022 to 5 in 2025/2026, while CRS also declined from 16 to 10 within the same period, reflecting a broader challenge in religious education in Nigerian tertiary institutions.

The decline is driven by several factors, including shifting societal values, limited perceived career prospects, weak instructional approaches, low integration of educational technology, and institutional limitations. These collectively reduce students' interest in CRS and ISS programmes and threaten their sustainability in teacher-training institutions.

However, 21st-century innovative teaching methods such as blended learning, gamification, digital storytelling, artificial intelligence–supported instruction, and multimedia tools present effective strategies for revitalising these disciplines. When properly applied, they enhance learner engagement, understanding, and participation, which can positively influence enrolment.

Nonetheless, effective implementation is hindered by challenges such as poor ICT infrastructure, inadequate lecturer digital skills, insufficient funding, and resistance to change. Addressing these barriers is essential for meaningful impact.

In conclusion, reversing the declining enrolment requires a balanced approach that combines innovative pedagogy with strong institutional and policy support. Institutions like the College of Education, Oro, must adopt modern teaching strategies as essential tools for revitalising religious education and sustaining its relevance in contemporary society.

References

Abdulrahman, S. O., & Yusuf, T. M. (2023). Religious education and moral development among Nigerian youths: A contemporary review. *Journal of African Educational Studies, 15*(2), 88–101.

Ally, M. (2022). *Foundations of educational theory for online learning*. Athabasca University Press.

Aremu, V. I. (2023). Value acquisition of school pupils after a Christian Religious Studies–based intervention using digital storytelling strategy. *African Educational Research Journal, 11*(2), 233–240.

Bishop, J. L., & Verleger, M. A. (2021). The flipped classroom: A survey of research. In *ASEE Annual Conference Proceedings*.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340.

Dichev, C., & Dicheva, D. (2021). Gamification in education: A systematic mapping study. *Educational Technology & Society, 24*(1), 1–15.

Disciplines.ng. (2024). *Challenges facing Christian Religious Studies in Nigeria*.

Eze, C. N., & Nwafor, O. I. (2022). Teacher supply and quality challenges in Nigerian Colleges of Education. *International Journal of Teacher Education Research, 9*(1), 45–60.

Federal Ministry of Education. (2022). *National policy on education* (7th revised ed.). Abuja, Nigeria: Author.

Garrison, D. R., & Vaughan, N. D. (2021). *Blended learning in higher education: Framework, principles, and guidelines*. Wiley.

Holmes, W., Bialik, M., & Fadel, C. (2023). *Artificial intelligence in education: Promises and implications for teaching and learning*. Centre for Curriculum Redesign.

Ibrahim, H. A. (2021). Religious literacy and cultural preservation in Nigeria's educational system. *Journal of Humanities and Social Sciences Education, 7*(3), 112–125.

Mayer, R. E. (2020). *Multimedia learning* (3rd ed.). Cambridge University Press.

Nigerian Communications Commission. (2023). *Broadband and digital access report in Nigeria*. Abuja, Nigeria: Author.

Nigerian Educational Research and Development Council. (2026). *Revised basic and senior secondary education curriculum and religious studies inclusion*. Abuja, Nigeria: Author.

Odey, E. A., et al. (2024). Digital technology and Christian Religious Studies education: Opportunities and challenges in Nigerian colleges of education.

OECD. (2021). *Teaching and learning international survey (TALIS): Teachers and technology use*. OECD Publishing.

Okafor, J. U., & Bello, R. A. (2024). Academic diversification and curriculum balance in Nigerian tertiary institutions. *African Journal of Higher Education Development, 12*(1), 33–47.

Okoye, O. O. A. (2024). Teaching out-of-field and students' attitude towards Christian Religious Studies in Nigeria. *Unilorin Journal of Lifelong Education, 8*(2).

Redecker, C. (2020). *European framework for the digital competence of educators: DigCompEdu*. Publications Office of the European Union.

Redecker, C., & Punie, Y. (2020). *European framework for the digital competence of educators (DigCompEdu)*. European Commission.

Taiwo, M. K., & Adebayo, F. L. (2022). Sustainability of academic programmes in Nigerian Colleges of Education. *Journal of Educational Planning and Administration, 14*(2), 70–84.

The Daily Reality. (2026, January 22). *NERDC debunks claims of religious exclusion in revised school curriculum*. https://dailyrealityng.com/2026/01/22/nerdc-debunks-

UNESCO. (2023). *Global education monitoring report: Technology in education*. Paris, France: UNESCO.

World Bank. (2022). *Digital transformation in education systems in developing countries*. Washington, DC: World Bank.