West African Journal of Open & Flexible Learning
Special Edition, Volume 12, Number 2, 2024

Effects of Digital Storytelling Package on Students' Motivation and Attitude to Christian Religious Studies (CRS) in Junior Secondary Schools

Effets Du Kit De Récit Numérique Sur La Motivation Et L'attitude Des Élèves À L'égard Des Études Religieuses Chrétiennes (Erc) Dans Les Établissements D'enseignementsecondaire Du Premier Cycle

Adetunmbi L. Akinyemi[1*] **and Jonathan Iyanuoluwa Makinde**[2]
Department of Science and Technology Education
Faculty of Education, University of Ibadan, Nigeria

[*]**Corresponding Author:** adetunmbilaolu@gmail.com

Abstract

This study seeks to determine the effectiveness of using a digital storytelling package on students' motivation and attitude towards Christian Religion Studies in Junior Secondary Schools in Oyo state, Nigeria. The effect of gender was also measured. The study adopted a quasi-experimental pre-test, post-test, and control group design. The sample consisted of junior secondary school III students selected through the purposive sampling technique. The instruments used for data collection were Questionnaire on Student' Attitude to CRS (r = 0.85), and Questionnaire on Student Motivation in CRS (r = 80). Data was analysed using Analysis of covariance and Estimated Marginal Means (EMM) at 0.05 level of significance. The findings of this study revealed that students exhibit a low level of motivation and a negative attitude towards learning C.R.S. Additionally, there was a significant effect observed from the digital storytelling package on both the motivation and attitude of students (F (2; 61) = 29.67; p = 0.49 for motivation, and F (2; 61) = 32.49; p = 0.52 for attitude). Furthermore, no significant effect of gender on students' motivation and attitude towards C.R.S. was observed. Based on these findings, it is recommended, among other strategies, that teachers teaching C.R.S. in secondary schools should consider adopting instructional strategies like

[1] https://orcid.org/0000-0002-8406-5981
[2] https://orcid.org/0009-0000-2008-625X

This article is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License

digital storytelling to enhance the motivation and attitude of students, potentially influencing their moral values significantly.

Keywords: *Digital storytelling, motivation, attitude, gender*

Résumé

Cette étude vise à déterminer l'efficacité de l'utilisation d'un kit de narration numérique sur la motivation et l'attitude des élèves à l'égard des Etudes de la Religion Chrétienne dans les écoles secondaires du premier cycle de l'État d'Oyo, au Nigéria. L'effet du sexe a également été mesuré. L'étude a adopté une conception quasi-expérimentale pré-test, post-test et groupe de contrôle. L'échantillon était composé d'élèves de troisième cycle de l'enseignement secondaire sélectionnés par la technique de l'échantillonnage raisonné. Les instruments utilisés pour la collecte des données étaient le questionnaire sur l'attitude des élèves à l'égard des ERC (r = 0,85) et le questionnaire sur la motivation des élèves à l'égard des ERC (r = 80). Les données ont été analysées à l'aide de l'analyse de la covariance et des moyennes marginales estimées (MME) à un niveau de signification de 0, 05. Les résultats de cette étude ont révélé que les élèves font preuve d'un faible niveau de motivation et d'une attitude négative à l'égard des ERC. En outre, on a observé un effet significatif du kit de narration numérique sur la motivation et l'attitude des élèves (F (2 ; 61) = 29,67 ; p = 0,49 pour la motivation, et F (2 ; 61) = 32,49 ; p = 0,52 pour l'attitude). En outre, aucun effet significatif du sexe sur la motivation et l'attitude des étudiants à l'égard du C.R.S. n'a été observé. Sur la base de ces résultats, il est recommandé, entre autres stratégies, que les enseignants qui enseignent les cours de Religion Chrétienne dans les écoles secondaires envisagent d'adopter des stratégies pédagogiques telles que la narration numérique pour renforcer la motivation et l'attitude des élèves, ce qui pourrait influencer leurs valeurs morales de manière significative.

Mots-clés : *Récit numérique, motivation, attitude, sexe*

Introduction

Christian Religious Studies encompasses morals, virtues, societal norms, and fostering mutual fellowship within communities. It can be regarded as a subject centred on humanity, advocating for a godly relationship between individuals and the divine. Recognised for its efforts in promoting peace and unity among diverse cultures, it contributes significantly to overall societal growth and development. Within the educational curriculum, Christian Religious Studies stands as a fundamental subject for all art students at the senior secondary school level (Federal Republic of Nigeria, 2013). Highlighting its significance, Okon (2010) underscores that Christian Religious Studies serve to regulate societal behaviour toward goodness and godliness, thereby contributing to the preservation of peace and law enforcement within society. Despite the significance attributed to the subject and the dedicated efforts of teachers to enhance students' academic performance in CRS, there persists a prevalence of social vices, immorality, and anti-social behaviour. This raises concerns regarding the credibility of the subject and the efficacy of the teaching and learning methods in CRS (Essen, 2015).

Students are expected to complete secondary schools not only having these high scores in CRS but need to properly integrate the values and knowledge learned in CRS and this should be reflected in the way students behave in society. Unfortunately, the high scores in achievement do not translate to the stated CRS objective as the rate of social vices, immoral and anti-social behaviour persists among students (Obemeata 2012). Students can only adopt the morals in CRS if the educational content is compelling and relevant to real-world situations. Due to the poor moral standards of students, studies have been carried out to identify factors affecting the inculcation of moral values and among others, is the method of teaching these values (Falade, 2015). Junior Secondary School (JSS) teachers in Nigerian schools commonly employ the conventional method of teaching, characterised by indoctrination, memorisation, and rote learning. This method emphasises the recitation of facts and values primarily to excel in examinations, lacking in encouraging students to explore and manifest the inherent morals or values within the learned concepts. According

to Orebanjo (2016), many schools implementing CRS resort to rote learning, involving the mere reading and memorisation of specific passages. The subpar quality of teaching and learning contributes significantly to issues such as examination malpractice, involvement in cultism, and other forms of social misconduct among students. To enable students to internalise the values within CRS, instructional content must be engaging and relatable to real-life situations.

Ikwuka (2013) suggests that the insufficient inclusion of practical activities and continuous reliance on conventional or traditional teaching methods at the junior secondary school level might contribute to the diminished motivation among students in Christian Religious Studies (CRS). The typically abstract nature of CRS tends to diminish students' motivation to engage actively in the subject. For instance, Abdulkamid (2010) highlighted in his research that many learners struggle with abstract reasoning at a particular stage of maturity, making it challenging for them to grasp learning materials that are abstract or require formal reasoning. Motivation in the school environment is a process for the students to initiate and execute the class activity, which could result in improved interest in instructional content and enhance the performance of different categories of students in the classroom (Lee and Reeve, 2012).

Motivation stands as a pivotal factor influencing students' learning within the school environment. Its significance lies in the fact that students cannot effectively learn unless they are motivated (Ali, Ismail, and Sedef, 2010). Therefore, understanding motivation is necessary for designing an instructional process that can attract students to the subject matter at different levels of education (Mekler, Brühlmann, Tuch, and Opwis, 2015). Even though some students still pass CRS at credit level, evidence abounds in the literature that a substantial number of CRS students are not motivated to learn the content as many of them still consider the subject as abstract and difficult to understand (Robinson and Bellotti, 2013; Okwilagwe, 2012). This indicates that CRS students are not motivated to learn the instructional content but just read to pass the examination. Thus, CRS content needs to be incorporated with technology and technology-based strategies to motivate and engage learners in classroom activities (Renata, 2015). If

the content of the subject matter has motivating components, students would be interested in the classroom activities and they would no longer consider CRS as a difficult subject. In other words, when students are well motivated to be part of instructional activities, their performance in and attitude to CRS could improve significantly likewise students will be able to incorporate the values learned into their day-to-day life, hence improving their moral standards and reducing vices. Thus, motivation is an important variable that should be properly examined, when considering students' performance in and attitude to CRS at different levels of education.

An investigation into the attitudes of many students toward Christian Religious Studies revealed that a majority chose the subject not out of genuine interest but to fulfil the required number of subjects for the Senior School Certificate Examination. Some students also mentioned taking the subject because of their Christian faith (Lawal, 2010). The success of any initiative to implement technology in an educational programme depends strongly upon the support and attitudes of teachers and students involved (Wilfried Admiraal, et al 2017). The attitude of students plays a pivotal role in the successful integration of technology and its impact on learning outcomes. Okwilagwe (2012) posits that the development of the right attitude to academic matters is a basic learning outcome of intrinsic worth. It has been suggested that if teachers believed or perceived proposed computer tasks as fulfilling neither their own nor their students' needs, they are not likely to attempt to introduce technology into classroom instruction. The mindset of educators significantly influences the adoption of specific technologies for instruction. According to Groff and Mouza (2008), students' attitudes and beliefs play pivotal roles in shaping classroom decisions and the integration of new technologies. Furthermore, students' attitudes toward a particular subject significantly impact their engagement and achievements within that area of study. Therefore, there is a need for a teaching strategy that would not only improve academic performance but could help enhance students' level of motivation and attitude to instructional content.

These challenges of poor attitude and low level of motivation to CRS can easily be overcome with the appropriate use of technological tools

or technology-based strategies that could motivate learners and stimulate their interest in CRS. Integrating Information and Communication Technology (ICT) into CRS instruction holds the potential to broaden learning opportunities, enhance access to educational resources, and facilitate the education process (Millerand Robertson, 2010). Different technology-based strategies like simulation, online instruction, and other interactive packages have been used to facilitate instructional delivery in CRS classrooms. Many of these strategies focused on the need to improve students' academic performance in CRS, especially at the senior secondary school level of education. One of the emerging strategies that could be used in a CRS classroom is the digital storytelling strategy. This kind of intervention would go a long way in improving students' level of motivation and attitude towards the concept of CRS.

Digital storytelling is the process of merging still photographs with a narrated soundtrack, such as voice, music, or computer-generated text (Zelicha, 2011; Robin, 2008). It enables learners to tell their stories digitally. Digital storytelling is an effective instructional tool, as it provides a vehicle for merging digital media with innovative teaching and learning practices. Apart from building on learners' technology skills, digital storytelling encourages additional educational outcomes (Dakich, 2008). It enhances learners' motivation and helps teachers build constructivist learning environments that encourage creative problem-solving based on collaboration and peer-to-peer communication. In addition, digital storytelling strategies can be used to engage students in higher-order thinking and deep learning (Dakich, 2008). This could be in the form of instructor or teacher-led and/or student or learner-led digital storytelling modes. Instructor or Teacher-led digital storytelling mode is currently the most popular used for educating learners (Wohlfarth, 2008). It is a style of guidance that is formal, controlled, and despotic, where the teacher coordinates how, what, and when students learn through digital storytelling. It allows teachers to guide, support and gradually prompt learners as they compile and build knowledge through digital storytelling. Learners were assigned responsibilities as much as each learner could effectively take. For ages, the storytelling method has been a good educational tool to teach values, love and respect towards others' cultures. It is also an

instructional strategy to develop language skills among students (Wohlfarth, 2008). It encourages students to use imagination and creativity and improves their reading, writing and verbal proficiency.

Robin and McNeil 2016; Green, (2013) reported that there are two broad techniques in which Digital Storytelling could be integrated into the classroom. One of the techniques involves learners creating their own digital story as an effective way of learning the concept of certain curriculum-specific subjects. The second technique is exposing the students to teacher-made digital storytelling video clips. These two strategies could be effective in engaging and accommodating both normal and slow learners or students with learning difficulties. The strategies are also effective, particularly as assistive means to encourage the students to carry out learning activities beyond the school environment (Smeda, 2014). According to Lawani (2014), engaging in Digital Storytelling activities is found to be preferable, more motivating, and more captivating compared to singular platform activities like completing a worksheet. His study discovered that a multi-modal activity, such as digital storytelling, sustains students' engagement thereby recommending the application of digital storytelling as an intervention to motivate students struggling with reading.

Gender has been a variable extensively studied in terms of its impact on students' learning outcomes. Akude and Ajuzie (2011) discovered that female students exhibit less interest in CRS compared to their male counterparts. Females expressed that CRS is challenging for them as the subject seems to align more with masculine attributes. Although the effect of gender appears to be a contentious issue, its significance in this study remains pivotal. Okon, (2010) concludes that gender differences exist in student's achievement in CRS and any other subject. Studies have shown a significant difference in favour of boys (Ikwuka, 2013); sometimes in favour of girls (Olatundun 2008), and sometimes have shown no significant difference between boys and girls with their achievement and attitude in different science subjects (Okoye 2010, Oduwaiye 2009). These inconsistencies make gender an important factor to be used to moderate the impact of digital storytelling strategy on learning CRS at different levels of education.

Similarly, Hung, Hwang, and Huang (2012); Lowenthal and Dunlap (2010) reported that digital storytelling is gender friendly and could effectively promote motivation, problem-solving competence of the students, and the learning achievement of both genders. This suggests that information communication technology in the classroom, specifically digital storytelling is gender friendly where both genders could be motivated than in the traditional teaching method.

This study is framed within the constructivist learning theory, which emphasises students' active construction of knowledge through experiences and interactions. Divided into cognitive and social paradigms, it highlights the role of prior knowledge and collaboration in learning. Utilising digital storytelling as a pedagogical tool aligns with constructivist principles, encouraging active engagement, adaptation of existing knowledge, and collaborative learning, thereby fostering a conducive educational environment for meaningful knowledge acquisition. Drawing upon the principles of constructivist learning theory, this research aims to explore how digital storytelling can positively influence students' learning experiences and outcomes in CRS education.

Statement of the Problem

Christian Religious Studies is the subject that embraces morals, virtues, norms and mutual fellowship with people in society and also promotes a godly relationship with God and man. Despite the importance of CRS in exposing students to moral instructions capable of developing positive values and attitudes, there is still a prevalence of social vices and immoral and anti-social behaviours that call into question the veracity of the subject and the effectiveness of the methods of teaching and learning of CRS. Previous studies have adopted several strategies such as simulation and games, dramatisation, and interactive videos among others in teaching and learning CRS most especially at senior secondary schools and primary schools to improve students' interest, learning level and students' academic performance. Whereas, realising the main objectives of teaching CRS at the junior secondary school level transcends students scoring high marks in the subject without being able to transfer the knowledge gained in the classroom to their

immediate environment. Students need to properly integrate the values and knowledge learnt in CRS and this should be reflected in the way students behave in society and students can only internalise these values in CRS if the instructional content is engaging and connected to real-life situations. Therefore, this study was carried out to determine the effects of the digital storytelling package on junior secondary school students' learning outcomes in Christian Religious Studies (CRS) in Ibadan, Nigeria.

Hypotheses

The following null hypotheses were generated and tested:

H_O1: There is no significant effect of treatment on students' motivation towards learning CRS.

H_O2: There is no significant effect of treatment on students' attitudes to CRS.

H_O3: There is no significant effect of gender on students' motivation and attitude toward CRS.

Methodology

The study was a quasi-experimental pretest-posttest control group design. The pre-test was to establish the knowledge baseline of the students that was used for the study while the post-test will measure the motivation and attitude of students after treatment. The design of the study is represented as follows:

Experimental Group $=0_1\ X_1\ 0_2$ and
Control Group $= 0_3\ X_2\ 0_4$
Where 0_1, 0_3, represent pre-test measures for the experimental and control group
X_1 = Digital storytelling, X_2 = Conventional strategy
Also, 0_2, 0_4, represent post-test measures for the experimental and control group.

The target population for this study comprised three private Junior Secondary Schools III in Ibadan North, Ido and Akinyele Local Government Areas, Ibadan, Oyo State using intact classes. The choice

of JSS III students is premised on the fact that they have completed two sessions in JSS and would have been exposed to CRS and computer studies for the two years. Three private secondary schools were deliberately chosen for their access to alternative power sources, as well as their eagerness and readiness to engage in the study. A total of 80 students took part in the research, comprising 25 in the group-based intervention, 25 in the Individualised Digital Storytelling intervention, and 30 in the control group. Within each school, a complete class of JSS III students was identified. These intact classes were then randomly divided into an experimental group consisting of 50 students and a control group consisting of 30 students.

Two instruments were used for this study. These include the Questionnaire on Student's Motivation in CRS (QSMC) This instrument was adapted from the instructional materials motivation survey (IMMS) by Keeler (2010). It is divided into two sections. Section A deals with the demographic information of the respondents such as name of school, class and gender. Section B aims at assessing the motivation of students in the use of instructional materials but it was adapted to learning CRS with 10 items measured on a four-point Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) from the former scale of 1 (poor) to 6 (excellent). To ensure that the items in the instrument are consistently reliable, the questionnaire was administered to 20 students from a junior secondary school who are not part of the main study. The validity of the instrument was done, and reliability was determined using Cronbach Alpha which gave 0.80.

The questionnaire on students' attitudes to CRS (QSAC) was designed to examine the attitudinal disposition of junior secondary school CRS students to CRS. It comprises 18 items measured on a four-Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To ensure that the items in the instrument are consistently reliable, the questionnaire was administered to twenty participants who were not part of the main study. The validity of the instrument was done, and reliability was determined using Cronbach Alpha which gave 0.85.

Questionnaire on students' motivation in CRS and Questionnaire on students' attitude to CRS. Both questionnaires were adapted, and divided into two sections; Section A deals with demographic information of the respondents while Section B aims to assess the motivation and attitude of students.

First, the two instruments on motivation and attitude were administered to the students as the pre-test after which the students in the experimental group were exposed to the learning content through digital storytelling. While students in the control group were exposed to the conventional way of teaching. The researcher designed a specialised digital storytelling package to instruct topics in CRS at the junior secondary school level. Through the incorporation of animations and illustrations, the stories were narrated in a manner that enabled students to connect classroom learning with their immediate surroundings. This package was implemented within the experimental group comprising fifty (50) students by their teachers. This treatment lasted for 8 weeks and the post-tests were administered again to all the students.

Thirty (30) junior secondary school students in the control group were exposed to the same content as the participants in the treatment group using a direct teaching strategy by their teacher. The instruments were first administered likewise to them as the pretest after which the students were taught using the conventional strategy for 8 weeks. Then the post-test was also administered again to the students. The data collected was analysed using analysis of Covariance (ANCOVA) and the Estimated Marginal Means (EMMs). The ANCOVA was used to analyse the four formulated hypotheses while the Estimated marginal means was used to determine the magnitude of performances at the posttest level scores.

Results

$H_0$1: There is no significant main effect of treatment on students' motivation in CRS

Table 1: Analysis of Covariance of Students' Motivation by Treatment

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14.392	18	0.800	10.486	0.05	0.756
Intercept	5.455	1	5.455	71.541	0.05	0.540
PreMotivation	1.049	1	1.049	13.760	0.05	0.184
Treatment	4.955	2	2.477	32.491	*0.05	0.516
Error	4.651	61	0.076			
Total	877.224	80				
Corrected Total	19.043	79				

Table 1 revealed that there is a significant main effect of treatment on students' motivation in CRS as the p-value (Sig.) for the treatment variable is less than 0.05 ($F_{(2;61)}$ = =32.49; $p< 0.05$, partial $\eta 2 = 0.52$). The effect size is 52%. This indicates that 52% of the variation in students' motivation is a result of the significant main effect of the treatment. Thus, hypothesis 1 was rejected. Therefore, there is a significant effect of treatment on students' motivation towards learning CRS.

$H_0$2: There is no significant main effect of treatment on students' attitudes towards CRS

Table 2: Analysis of Covariance of Students' attitude by Treatment

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8.138	18	0.452	7.271	0.05	.682
Intercept	1.593	1	1.593	25.628	0.05	.296
PreAttitude	0.692	1	0.692	11.130	0.05	.154
Treatment	3.689	2	1.844	29.665	*0.05	.493
Error	3.793	61	.062			
Total	907.855	80				
Corrected Total	11.930	79				

Table 2 shows that there is significant main effect of treatment on students attitude ($F_{(2;61)}$ =29.67; p< 0.05, partial η2 = 0.49). The effect size is 49%. This indicates that 49% of the variation in students' attitudes is a result of the significant main effect of the treatment. Thus, hypothesis 2 was rejected. Therefore, there is a significant main effect of treatment on students' attitudes to CRS.

$H_0$3: There is no significant main effect of gender on students' motivation towards CRS

Table 3: Analysis of Covariance of Students' Motivation by Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14.392	18	0.800	10.486	0.000	0.756
Intercept	5.455	1	5.455	71.541	0.000	0.540
PreMotivation	1.049	1	1.049	13.760	0.000	0.184
Gender	0.028	1	0.028	0.367	0.55	0.006
Error	4.651	61	0.076			
Total	877.224	80				
Corrected Total	19.043	79				

Table 3 shows that there is no significant effect of gender on students' motivation towards learning CRS ($F_{(1; 61)}$ = 0.37, p>.05, partial η2 = 0.01). This means that gender has no significant effect on the motivation of students towards learning CRS.

Table 4: Analysis of Covariance of Students' Attitude by Gender towards CRS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8.138	18	0.452	7.271	0.000	.682
Intercept	1.593	1	1.593	25.628	0.000	.296
PreAttitude	0.692	1	0.692	11.130	0.001	.154
Gender	0.006	1	0.006	0.102	0.75	.002
Error	3.793	61	.062			
Total	907.855	80				
Corrected Total	11.930	79				

Table 4 shows that there is no significant effect of gender on students' attitude to CRS ($F_{(1; 61)} = 0.10$, $p>.05$, partial $\eta 2 = 0.01$). This means that gender has no significant effect on the attitude of students towards CRS.

Therefore, hypothesis 3 was not rejected. There's no significant main effect of gender on students' motivation and attitude to CRS.

Discussion

It was seen from the study that there's a significant main effect of treatment on students' motivation in CRS. The findings showed that the experimental strategy of using a digital storytelling package is more effective than the conventional teaching strategy in influencing students' motivation toward learning CRS positively. The result is in support of the findings of Foelske (2014). Based on her findings, she illustrates that motivation and engagement are heightened through the use of Digital Storytelling (DST). Additionally, Connie (2017) noted that students exhibited heightened motivation toward DST. Kasami's (2017) investigation unveiled that DST significantly influenced students' motivation for learning. Motivation is recognised as a vital prerequisite for ensuring students' success, and data from various sources corroborate the correlation between increased learning and motivation.

Therefore, using DST to improve students' motivation is important. Lawani, (2014) also reported that Digital Storytelling activity is more desirable, more motivating, and more interesting than a single platform activity, such as completing a worksheet. Her study revealed that a multi-modal activity, such as digital storytelling, sustains students' engagement thereby recommending the application of digital storytelling as an intervention to motivate students struggling with reading. Similarly, Lowenthal; and Dunlap, 2010; Hung, Hwang, and Huang (2012) reported that digital storytelling is gender friendly and could effectively promote motivation.

Similarly, the findings showed that using digital storytelling had a significant effect in influencing students' attitudes to CRS positively.

The result is in support of the findings of Chao and Hung (2014), who reported that students' attitudes, perceptions, and self-confidence were improved by using DST. This is because DST is a student-centred learning activity that provides reflective thinking thus influencing the attitude of the user. Attitudes are generally regarded as enduring though modifiable by experience and/or persuasion and are also learnt rather than innate. Therefore, the use of Digital Storytelling creates an avenue where learners can reflect on their thoughts, actions and attitudes. The achievement of any learner will to a great extent depend on their attitude towards the learning, hence using DST will affect the positive attitude of the learners which will have an impact on their academic achievements.

The study's findings indicated that gender did not have a significant effect on students' achievement, attitude, or motivation concerning learning CRS. This implies that there's no influence of gender on their academic achievement, attitude, and motivation towards learning CRS. This may have accounted for the equal gain in achievement, attitude, and motivation. The finding of the non-significant effect of gender disagrees with the findings of Abosede (2007) and Ewumi (2012) who found that gender had a negative significant effect on students' achievement. The findings contradict those of Asogwa and Echemazu (2011), who reported a significant main effect of gender on students' achievement in Christian Religious Studies.

Conclusion

The study's outcomes have shown that using Digital Storytelling (DST) is more effective in enhancing students' attitude and their motivation towards learning CRS than the conventional teaching method. Based on the result of the study, Digital storytelling is an effective educational tool, as it provides a vehicle for combining digital media with innovative teaching and learning practices. DST creates learning environments that encourage creativity based on collaboration and peer-to-peer communication and can be used to engage students in higher-order thinking and deep learning, which improves the academic competence of the students. Apart from learners' academic

performances, digital storytelling can effectively promote positive students' attitudes and motivation towards learning.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Teachers taking CRS in secondary schools should adopt the use of instructional strategies like Digital storytelling
2. Curriculum planners, instructional designers, and instructional developers in Nigeria should emphasise the need to continuously use innovative strategies such as Digital Storytelling to improve instructional delivery.
3. Seminars and workshops should be organised by the school management to train teachers on how to use Digital Storytelling.
4. Students should be trained in the use of computers and other ICT appliances. They should also be trained on how to use digital storytelling.

References

Abdulkamid, M. (2010). Methods of teaching science subjects in secondary schools in Sokoto municipals. Retrieved from www.http://.mtsst./Abdulhamid.html

Abosede, M.E. (2007). Correlates of students' academic achievement in senior secondary schools in Ijebu-Ode, Ogun State. *European Scientific Journal* 8.4: 1857-7881. Retrieved from enjournal.org..176, 22/10/13.

Akude, I. & Ajuzie, N.(2011). Undergraduate economics students' accessibility to, and utilisation of internet facilities in Alvan Ikoku Federal College of Education, Owerri. *Journal of Education Media & Technology*, 15(1), 47-56.

Asogwa, U.D. and Echemazu, R. (2011). Effect of PowerPoint presentation on secondary school students, achievement in Christian religious knowledge. *International Journal of Educational Research*. 11.1: 22-32.

Ali, E., Ismail, Y. and Sedef, A. (2010). Investigating relationships between attitudes towards physics laboratories, motivation and motivation for the class engagement. Eurasian J. Physics and. Chemistry Education, Jan (Special Issue), 59-64.

Chao, Y.W. & Hung, H.T. (2014). An Exploratory Study on University Students' Perceptions of Using Digital Storytelling to Enhance English Learning. In T. Bastiaens (Ed.), Proceedings of World Conference on E-Learning (pp. 350-355). New Orleans, LA, USA: Association for the Advancement of Computing in Education (AACE).

Connie, S. (2017). Teachers' and students' perceptions of storytelling as a language teaching and learning resource. PhD Thesis, University of Sheffield, England.

Dakich, E. (2008). *Towards the social practice of digital pedagogies, in Rethinking education with ICT: New directions for effective practices*. Sense Publishers. pp. 13–30.

Essen, G. (2015). "Moral Decadence in Children and Blame Game (2)".The News Oct. 13, 2015.

Ewumi, Abosede M. (2012). Gender And Socio-Economic Status as Correlates of Students' Academic Achievement in Senior Secondary Schools. *European Scientific Journal* Vol. 8, No. 4

Falade, D.A. (2015). Christian religious knowledge and teaching moral value in the Nigeria Junior secondary schools; problems and prospects. *American International Journal of Research in Humanities, Arts and Social Science* (AIJHASS) https://www.jasir.net.

Foelske, M. (2014). Digital storytelling: the impact on student engagement, motivation and academic learning. Master Thesis, University of Northern Iowa, USA.

Groff, Jennifer & Mouza, Chrystalla. (2008). A Framework for Addressing Challenges to Classroom Technology Use. AACE Journal. 16. 21-46.

Huang, H. M. and Liaw, S. S. (2005). Using an adaptive survey system to understand learners' perceptions toward web-based learning. *Proceedings at the Taiwan, World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA 2005).*

Hung, C.M., Hwang, G.J. and Huang, I. (2012). A project-based digital storytelling approach for improving students' learning motivation, problem-solving competence and learning achievement. *Educational Technology and Society* 15.4:368–379.

Ikwuka, O. I. (2013). ICT in education for national transformation in Nigeria. *UNIZIK Orient Journal of Education*, 7 (1), 33-37.

Kasami, N. (2017). The comparison of the impact of storytelling and digital storytelling assignments on students' motivations for learning. In K. Borthwick, L. Bradley & S. Thouësny (Eds), CALL in a climate of change: adapting to turbulent global conditions – short papers from EUROCALL 2017 (pp. 177-183). Research-publishing.net. https://doi.org/10.14705/rpnet.2017.eurocall2017.709.

Lawal, B.O. (2010). Factors affecting academic achievement of students in Senior School Certificate Examination (SSCE) in Christian religious knowledge. African research review: *An International Multi-Disciplinary Journal, Ethiopia* 4(4),420-433.

Lawal, B.O. (2010). *Teaching Religious in Colleges and Universities. Ibadan*, Stirling – Horden Publishers.

Lawani, L.A. (2014). The effect of digital storytelling on kindergarten pupils' achievement in moral instruction in basic schools in Oyo State. IOSR *Journal of Research & Method in Education (IOSR-JRME).* 4, 5: (Sep-Oct. 2014), PP 26-3.

Lee Woogul and Reeve Johnmarshall (2012). Teachers' estimates of their students' motivation and engagement: being in synch with students, Educational Psychology: *An International Journal of Experimental Educational Psychology*, 32:6, 727-747.

Lowenthal, P. R., & Dunlap, J. C. (2010). From pixel on a screen to real person in your students' lives: Establishing social presence using digital storytelling. *The Internet and Higher Education,* 13(1-2), 70-72.

Miller and Robertson (2010). Educational benefits of using game consoles in a primary classroom: A randomised controlled trial *British Journal of Educational Technology* 42.5:850 – 86.

Obemeata, J. (2012). "Religious Education in Schools: the Prospect". Retrieved from.http://www.obemeata.com.

Okon, A. (2010). The Chichester project: Teaching Christianity, a world religions approach. Grimmitted pedagogies of religious education. Great Wakering: McCrimmon.

Okoye (2010). Classroom Environmental, Computers and Students' Effective Performance. An Effective Profile. *Journal of Experimental Education* 62:221-239.

Okwilagwe, E. A. (2002). Patterns of undergraduate attitude to academic work. *Ibadan Journal of Educational Studies* 2.2: 551-562.

Olatundun, S.A. (2008). Impact of Outdoor Educational activities on pupils' environmental knowledge and attitude in selected primary schools in Ibadan, Nigeria. PhD Thesis. Department of Teacher Education, University of Ibadan.

Orebanjo, M.A. (2016). A comparative study of religious education in secondary schools. Religious education method 1. Ibadan: Department of Teacher Education, University of Ibadan.

Phillips D.C (19950. The good, the bad, and the ugly: The many faces of constructivism. Educ Res 24(7):5–12.

Renata, H. (2015). How to motivate our students to study Christian religious knowledge? Universal Journal of Educational Research 3.10:727-734.

Robin B.R. & McNeil, S.G. (2012). What educators should know about teaching digital storytelling? Digital Education Review-22.

Robinson, D., & Bellotti, V. (2013). A Preliminary Taxonomy of Gamification Elements for Varying Anticipated Commitment. Paper presented at the CHI 2013.

Smeda, (2014). Developing a framework for advancing e-learning through digital storytelling. *Proceedings at the IADIS International Conference e-learning 2010, Ed. Miguel Baptista Nunes and Maggie McPherson*. IADIS International Conference, e-Learning 2010 Freiburg, Germany, 26 - 29 July 2010, 169-176.

Wohlfarth, De De (2008). Student perceptions of learner-centred teaching.in sight: *Journal of Scholarly Teaching*, Volume 3.

Wilfried Admiraal, Monika Louws, Ditte Lockhorst, Tineke Paas, Michael Buynsters, Amina Cviko, Caressa Janssen, Mario de Jonge, Suzan Nouwens, Lysanne Post, Frauke van der Ven, Liesbeth Kester (2017). Teachers in school-based technology innovations: A typology of their beliefs on teaching and technology, *Computers & Education*, Volume 114, Pages 57-68.

Zelicha, G. (2011). Digital learning environment in the kindergartens. In D. Chen, and G. Kurtz (eds). ICT, Learning and Teaching. Or Yehuda: The centre for academic studies, (207-230). (In Hebrew)