IMPACT OF PRINCIPALS' MANAGERIAL COMPETENCE ON TEACHERS' INNOVATIVE TEACHING METHODS FOR ATTAINMENT OF SUSTAINABLE DEVELOPMENT IN SECONDARY SCHOOLS IN IMO STATE, NIGERIA

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Abstract

This study examined the impact of principals' managerial competence on teachers' innovative teaching methods for attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria. Survey research design was employed for the study. The population comprised 5, 201 secondary schools' teachers in Owerri Municipal council of Imo state, Nigeria. The sample size was 201 secondary school teachers selected using a simple random sampling technique. The instrument used for the study was a structured questionnaire and validated by three experts, one in Measurement and Evaluation and two from Educational Management from the Faculty of Education, Imo State University, Owerri. The reliability coefficient of 0.896 was realized using test method formula. Descriptive statistic of frequently counts and percentage were used to describe the demographic characteristics of the respondents while inferential statistics on simple percentage was used to test the percentage which was statistically significant. The result shows that there are several factors that limit principals' managerial competence in guaranteeing teachers' innovative methodologies. These include: administrative factor, teacher factor, poor instructional materials, environment and inconsistency in curriculum implementation. From the findings, it was recommended that orientation of principals, training of teachers, providing quality instructional materials, enabling environment and consistent curriculumimplementation among others for the attainment of sustainment developmentinsecondary schools in Nigeriaas a nation are very essential.

Keywords: Teachers' innovativeness, principals' managerial competence, teaching methods, sustainable development

Introduction

People worldwide have used education as a tool to actualize their national development. Quality education foresters the worth and wealth of individualsand the nations that invest on it.In the management of secondary schools, the principal is key; because his or her managerial competencies will propel the staff especially (teachers) to ensure the actualization of educational aims and objectives.Therefore, school programs need to be relevant, practical and comprehensive; while interest and abilityshould determine the individual direction in education. As specified in the national policy on education (2013) for a functional educational goals and objective the government set up 3 levels of education: primary, secondary and tertiary. This research discussion is delimited to secondary schools. In Nigeria, secondary education is the second level of education which a child receives after primary and before tertiary stage.The goals of secondary education are: to prepare individuals for useful living within the society; andhigher education, (the nation policy on education 2013).Secondary education does not only occupy important place in the Nigeria education system it also serves as a link between primary and tertiary

levels.It prepares students for 6 six years which are divided into two. The first three years of secondary level is regarded as upper basic education level schools (JSS 1-3), while the second three is(SS) senior secondary. The secondary school remains crucial in our education system; it is a gateway to the tertiary and a ripe age for developing students' potencies: as such, its benefit should be commensurate with the cost. Forthisreason, the performance at this level is of significant importance to the educational planners and managers. One should bear in mind that the schoolis a formal organization- the center for all teaching and learning processes. The principal and teachers as human resources -are sin qua non in goal achievement of the school instructional leadership, students' relationship, academic achievement of the students and high level of students' participation in the teaching learning process carried out in the classroom.

It must be stressed that education cannot be instrument per excellence for achieving national development where the secondary education is not effectively managed andaccomplish its aims and objectives. Principals are seen to be responsible for three 'PS'in the school- the people, the program and the plant,(Akalanyim, 2014)these they do by giving direction and leading to achieve objectives, effective and efficient maintenance of school plants with its facilities including the implementation of program. They function as managers and instructional leaders. The principal have the primary responsibility of accomplishing the nations 'aims and objectives of secondary school education as stipulated in the national policy. In doing this they play a number of importantleadership rolesthat would enhance better job performance of staff and in essence promote students' academic achievement. However, one of the vital aspects of principals' managerial competences is the area of managing teaching staff inachieving school aims and objectives. This can be true when one considers the job performances of teachers in public secondary schools in Nigeria.

Secondary schools are the pillar of society which opens the door to equal educational opportunity to all citizens. It is a public property which fascinates public attention constantly. Onujain (2019) 'public schools is concerned with the acquisition of appropriate skills, abilities and competences of both mental and physical nature as equipment for the individual to live in the society and acquirement of a relevant balanced knowledge of facts about local and world view phenomena' (p12-13). The public schools can also be seen as those schools controlled by those who represent the society as a whole. In order words public schools are those sponsored and controlled by the government of the state or nation in Nigeria and needs to stand the test of time through sustained effort of all the stake holders. Job performance has been defined and described in various ways by different scholars.It is seen as an act of accomplishing or executing a given task and the ability to combine skillfully the desired or expected behaviortowards the accomplishment of an organizations' goals and objectives(Armstrong, 2016). Job performance therefore is the way and manner in which a staff in an organization performs the duties assigned to or expected of himin order to realize the organizations goals and objectives. In the school system a teachers' job performance could be described as that performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objective meant to achieve education goals. It could be determined by the employer's behavior under different levels and participation in the day- to - day running of the organization for goal accomplishment. Consequently, job performance could be described as low, moderate, high, and so on depending on the extent of commitment to work in order to achieve set goals and objectives (Akalanyim, 2014). This means that the variables of job performance such as effective teaching, real use of scheme of work, lesson

preparation, supervision, morning of students work and discipline ability of the teacher are virtues which teachers uphold effectively in the school system. In this regard, the teachers' performance could be measured through report of their activities in terms of performance and in form of mastery of every duty and extra-curriculum activities.

In the school system, a teachers' job performance could be described as the performed duty by the teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. It could be determined by the employer's behavior under different situations or by his level of participation in the day to day running of the organization for goal accomplishment. Therefore, job performance of a worker could be describedas low, moderate, high etc. depending on the extent of his commitment to work in order to achieve set objectives and goals (Akalanyim, 2014). This means that the variable of job performance such as effective teaching, effective use of scheme of work, lesson note preparation, effective supervision, monitoring of student work and disciplinary ability of teachers are all virtues which teachers uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence in communication, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective classroom leadership, effective supervision, monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers (Makinde, 2017), these activities may be intended to help to imbibe the totality of the culture in his or her teaching methods, broaden their subject matter, content knowledge, or stay informed of changing policies of the environment in which the schooloperates. All these are geared towards improving teacher performance. It is important to note that, teachers' job performance also include methodologies of teaching which can enhance student learning performance and academic achievement in the secondaryschool. These methodologies of teaching can only be possible through innovative means.

Teaching method can be defined as the active learning guidelines that discuss the benefits of learning, as well as providing guidelines and simple activities that facilitates learning (Evaris2015).To this end, teaching methods can be in form of storytelling, demonstrations, direct instructions, fields' observation, dramatization; discussion, class presentation etc. In all of these methods of teaching, learning can be teacher-centered approach or student-centered approach. In fact, Fakunle (2018) identifies two main approaches of teaching: the teacher-centered and student-centered. The teacher-centered and student-centered have dominated interaction in classrooms and captures the various methods students can learn. The teacher centered method can of course be measured when the teacher appears in the classroom and gives his lessons in such a way that students concentrate and admire his presence in his lessons but in reality,learningdid not take place because the teacher did not deliver his lesson in such a way that students can learn and assimilate. However, the students-centered approach is when the teacher gives lessons in the classroom with all manners of considerations to the classroom with respect to size of the classroom environment, individual differences in learning among others.(Opolot-okuru,et al, 2020). Accordingly, the national policy of education (2013), the goals of secondary education are to prepare the individuals for useful living within the society, and higher education. This therefore calls for innovations in today teachers teaching methodologies in the school system. Innovationsin education does not only mean new technology but rather, it also implies teaching and learning process that reflects equity and

pragmatism. Equity means that a teacher should teach with goal of ensuring that all in the classroom:-fast learner, slow learner and under-achiever get maximum attention and benefits from the classroom. Pragmatism on the other hand involves the ability of teachers to make their lesson practical with illustrations and examples in order to help students solve problems in asimpleor clearer way.

Innovativeness is very important, necessary and consequential in achieving the goals of secondary education and ensures Sustainable Development Goals (SDGs) in Nigeria. What then is Sustainable Development Goals (SDGs)? How does it help in guiding principles managerial competences in achieving teachers' innovative teaching methodologies? The sustainable development goals (SDGs) are new universal set goals, targets and indicators that United Nation Member States will be expected to use to frame their agendas and political policies over the next fifteen years. The SDGsfollow, and expand on, the (MDGs). The countdown which began on September 2015 summit discussed the 17 goals that could transform the world by 2030. Here are the 17 Sustainable Development Goals:End poverty in all its forms everywhere; End hunger, achieve food security and improve nutrition and promote sustainable agriculture; Ensure healthy lives and promote well-beingfor all at all ages; Ensure inclusive and equitable education and promote lifelong learning opportunities for all; Achieve gender equality education and empower all women and girls; Ensure availability and sustainable management of water and sanitation for all; Ensure access to adorable, reliable sustainable and modern energy for all; Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation; Reduce inequality within and among nations or countries; Make cities and human settlements inclusive,safe, resilient and sustainable; Ensure sustainable consumption and production patterns; Take urgent action to combat climate change and its impacts; Conserve and sustainably use the oceans, seas and marine resources for sustainable development; Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage Forest, combat desertification, and halt reserve land degradation and halt biodiversity loss; Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels; and Strengthen the means of implementation and revitalize the global partnership for sustainable development. In achievement of the fore-listed Sustainable Development Goals in secondary education, the principal has a lot of roles to play especially in the area of his managerial competencies. This study is connected to the SDGs because with education, every activity is geared towards achieving the SDGs including principals' managerialcompetencies, and teacher's effective use of innovative teaching methods in secondary schools.

The principal managerial competencies in secondary schools involves administering the curriculum and teaching, pastoral care, discipline, assessment of teachers and students performance, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of practical skills necessary for surviving the policies of the organization- such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and others (Uyanga,2018).All these tasks can be reduced to the following:planning, organizing, directing, supervising and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school in order to produce quality output. By implication, the principal of a school is a

planner, director, controller, coordinator, organizer, adviser and a problem-solver (Kalu& Arinze2019) the principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, scrutinizes tasks and shareresponsibilities to the staff according to specialization and expertise (Uyanga,2018; Akoko, 2024). Several studies have discussed the managerial competences of principals: Iheukwumere (2016:4) stated that "within the secondary school system, the principal stands out as the chief executive of the school; he is also the school administrator, the instructional leader, the personnel manager for both the students and staff. He or she is alsothe finance and physical facility manager". Principals of schools are expected to maintain a good relationship with the immediate community and also ensure a continuous contact with the ministry of education in the situated area of the school; he is a standard setter, one who leads in the development of an aspiration and expectation on the part of both students and staff to do good work.

In the achievement of sustainable development goals in secondary education; Principal's managerial competence ought to have positive effects on teachers' innovative teaching methods. Below are some positive effects of principals' managerial competence on teachers' innovative teaching styles: Principals' communication strategies assist the teachers with their problems of improving methods for students' high learning; Principals monitoring of teaching materials provide a good measure of quality control and students increased learning performance; Principal's effective staff appraisal can help teachers improve their teaching methodologies and make it innovative for students to improve in their academic performance; an Principal's effective decision-making aids teachers' job performance and students good results in achieving sustainable learning (Mezieobi & Mezieobi, 2023; Okeke & Anyaogu, 2017). According to Aja (2022), the followings are challenges of principals' managerial competences in ensuring teachers innovative teaching methods for SDGs in Nigeria:

1. Managerial factor: Principals are regarded as instructional leaders hence; they are expected to know the various strategies to be employed to enhancing teaching and learning performance. The after-math of lack of principal's knowledge in teaching methods will constitute a problem to teachers on how to be guided in teaching methods to be applied for better output from students.
2. Teacher factor: this is when teachers who are recruited are not from educational background. They may lack the various teaching skills and methodologies in teaching and learning process,
3. Poor instructional materials: this will pose a problem when instructional materials in the classroom and laboratories are inadequate for teachers to use. For example, topics that need audio visual and microchips to teach will be difficult forpractical by the teacher when these are lacking.
4. Inconsistency in curriculum implementation: this is when there is rural and urban dichotomy in the implementation ofcurriculum in teaching and learning which is due to poor implementation of approved curricularor non-quality materials in the rural than urban areas. Furthermore, the achievement of SDGs in Nigeria has become a challenge, and all strategies are explored to ensure that SDGs are achieved including the use of education. Principals' use their managerial competences at ensuring that teachers can teach with innovative teaching methods which will in turn culminate to the achievement of SDGs through excellent, and exceptional academic performance by students. There are the cruxes of this study.

Purpose of the Study

The purpose of the study was to examine the impact of principals' managerial competence on teachers' innovative teaching methods for attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria. Specifically, the study will aim to

1. determine the impact of principals' managerial competence on teachers' innovative teaching methods for attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria.
2. find out the innovative teaching methods used by teachers for the attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What are the impacts of principals' managerial competence on teachers' innovative teaching methods for attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria?
2. What are the innovative teaching methods used by teachers for the attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria?

Methodology

The study adopted descriptive survey research design. The use of this design is appropriate in this study because it has been used in similar studies by other researchers, including Mezieobi (2022).The population of study was five thousand, two hundred and one (5201) male and female teachers in secondary schools in Owerri municipal council of Imo state, Nigeria. The sample size is 201 secondary schools' teachers which were selected through simple random sampling technique. The instrument for Data Collection was researcher's self-constructed questionnaire titled Principals' Managerial Competence on Teachers' Innovative Teaching MethodsQuestionnaire (PMCTITMQ), the questionnaire contained 24items.The questionnaire was validated by three experts, one in measurement and evaluation and two from educational management from the Faculty of Education, Imo State University, Owerri. The questionnaire was administered to the teachers on face-to-face basis with the help of two research assistants. A total number of two hundred and one copies of questionnaire were distributed using the split-half method.Date collected were analyzed and tabulated using descriptive statistics of mean and percentage.

Results

Research Question 1: What is the impact of principals' managerial competence on teachers' innovative teaching methods for attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria?

Table 2: Impact of principals' managerial competence on teachers' innovative teaching methods for attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria

S/N	QUESTIONNAIRE ITEM	YES	%	NO	%	TOTAL RESPONSE	TOTAL %
1.	Principal encourages teachers when the use	176	85.5%	25	19.2%	201	100%

	innovative teaching methods						
2.	Principal organizes seminars on the use of innovative teaching methods by teachers	111	73.5%	90	26.4%	201	100%
3.	The school provides the enabling environment to teach using innovative teaching methods	92	27.4%	109	72.6%	201	100%
4.	The management monitors teachers' use of innovative teaching methods	177	88.1%	24	11.8%	201	100%
5.	Principal motivates teachers that use innovative teaching methods in the classrooms	151	75.4%	20	24.5%	201	100%
6.	The management provides teachers in adequate materials to aid the use of innovative teaching methods	172	85.6%	29	14.3%	201	100%
7.	Principals communicate with students to get feedbacks on teachers' use of innovative teaching methods	174	86.7%	27	13.2%	201	100%
8.	The schools' management approves staff development programs for teachers on the use of innovative teaching methods	143	71.5%	58	28.4%	201	100%
9.	Principal reprimands teachers that are not making efforts to improve on their use of innovative teaching methods	87	43.3%	114	56.6%	201	100%
10.	The classrooms have been upgraded to aid teachers' use of innovative teaching methods	178	28.8%	23	11.1%	201	100%
11.	Principal gives us the opportunity to improvise if need be	175	87.5%	26	12.5%	201	100%
12.	Principals give feedbacks that can help us improve on our use of innovative teaching methods in the	180	90.0%	21	10.0%	201	100%

classroom

Total	**1816**	**903.6**	**566**	**295.5**	**2412**	**1200**
Average	**151**	**75.4**	**47**	**24.6**	**201**	**100**

In the table above, Item 1 showed that 176 respondents representing (85.8%) indicated Yes that Principal encourages teachers when the use innovative teaching methods while 25 respondents representing (14.2%) indicated No. Item 2 showed that 111 respondents representing (73.5%) said Yes that Principal organizes seminars on the use of innovative teaching methods by teachers while 90 respondents representing (26.4%) said No. Item 3 showed that 92 respondents representing (27.4%) said Yes that The school provides the enabling environment to teach using innovative teaching methods while 109 respondents representing (72.6%) said No. Item 4 showed that 177 respondents representing (88.1%) indicated Yes that The management monitors teachers' use of innovative teaching methods while 24 respondents representing (11.8%) indicated No. Item 5 showed that 151 respondents representing (75.4%), indicated Yes that Principal motivates teachers that use innovative teaching methods in the classrooms while 20 respondents representing (24,5%) indicated No. Item 6 showed that 172 respondents representing (85.6%) indicated Yes that The management provides teachers in adequate materials to aid the use of innovative teaching methods while 29 respondents representing (14.3%) indicated No. Items 7 showed that 174 respondents representing (86.7%) said Yes that Principals communicate with students to get feedbacks on teachers' use of innovative teaching methods while 27 respondents representing (13.2%) said No. Item 8 showed that 143 respondents representing (71.5%) said Yes that The schools' management approves staff development programs for teachers on the use of innovative teaching methods while 58 respondents representing (28.4%) said No. Item 9 showed that 87 respondents representing (43.3%) indicated Yes that Principal reprimands teachers that are not making efforts to improve on their use of innovative teaching methods while 114 respondents representing (56.6%) indicated No, Item 10 showed that 178 respondents representing (88.8%) indicate Yes that The classrooms have been upgraded to aid teachers' use of innovative teaching methods while 23 respondents-representing (11.1%) indicated No. Item 11 showed that 175 respondents representing (87.5%) indicated Yes that Principal gives us the opportunity to improvise if need be while 26 respondents representing 12.5% indicated No. Item 12 showed that 180 respondents representing (90,0%) indicated Yes that Principals give feedbacks that can help us improve on our use of innovative teaching methods in the classroom while 21 respondents representing (10.0%) indicated No.

ResearchQuestion 2
What are the innovative teaching methods used by teachers for the attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria?

Table 2: Innovative teaching methods used by teachers for the attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria

S/N	QUESTIONNAIRE ITEM	YES	%	NO	%	TOTAL RESPONSE	TOTAL %
13.	I teach using video clips	176	85.5%	25	19.2%	201	100%

14.	I have understood the importance of computer assisted instruction (CAI)	111	73.5%	90	26.4%	201	100%
15.	We are consistent with curriculum implementation	92	27.4%	109	72.6%	201	100%
16.	The approach I adopt in the classroom is the student-centered approach	177	88.1%	24	11.8%	201	100%
17.	I use the interactive approach in teaching	151	75.4%	20	24.5%	201	100%
18.	I engage my students in discussions about the lesson	172	85.6%	29	14.3%	201	100%
19.	My teaching methods are flexible	174	86.7%	27	13.2%	201	100%
20.	I use field trips in some cases	143	71.5%	58	28.4%	201	100%
21.	I project my lesson using power points	87	43.3%	114	56.6%	201	100%
22.	The school has provided some projectors for easy projection of lessons	178	28.8%	23	11.1%	201	100%
23.	I use flexible scheduling in my classroom	175	87.5%	26	12.5%	201	100%
24.	The school's management has provided computers and laptops for easy teaching and learning	180	90.0%	21	10.0%	201	100%
	Total	**1816**	**903.6**	**566**	**295.5**	**2412**	**1200**
	Average	**151**	**75.4**	**47**	**24.6**	**201**	**100**

In the table above, Item 13 showed that 176 respondents representing (85.8%) indicated Yes that I teach using video clips while 25 respondents representing (14.2%) indicated No. Item 14 showed that 111 respondents representing (73.5%) said Yes that I have understood the importance of computer assisted instruction (CAI) while 109 respondents representing (72.6%) said No. Item 15 showed that 92 respondents representing (27.4%) said Yes that We are consistent with curriculum implementation while 109 respondents representing (72,6%) said No. Item 16 showed that 177 respondents representing (88.1%) indicated Yes that The approach I adopt in the classroom is the student-centered approach while 24 respondents representing (11.8%) indicated No. Item 17 showed that 151 respondents representing (75.4%), indicated Yes That I use the interactive approach in teaching while 20 respondents representing (24,5%) indicated No. Item 18 showed that 172 respondents representing (85.6%) indicated Yes that I engage my students in discussions about the lesson while 29 respondents representing (14.3%) indicated No. Items 19 showed that 174 respondents representing

(86.7%) said Yes that My teaching methods are flexible while 27 respondents representing (13.2%) said No. Item 20 showed that 143 respondents representing (71.5%) said YesI use field trips in some cases while 58 respondents representing (28.4%) said No. Item 21 showed that 87 respondents representing (43.3%) indicated Yes that I project my lesson using PowerPoints while114 respondents representing (56.6%) indicated No, Item 22 showed that 178 respondents representing (88.8%) indicate Yes that The school has provided some projectors for easy projection of lessons while 23 respondents-representing (11.1%) indicated No. Item 23 showed that 175 respondents representing (87.5%) indicated Yes that I use flexible scheduling in my classroom while 26 respondents representing 12.5% indicated No. Item 24 showed that 180 respondents representing (90,0%) indicated Yes that The school's management has provided computers and laptops for easy teaching and learning while 21 respondents representing (10.0%) indicated No.

Discussion

The result of findings from the research question one showed that 151 (75.4%) of average respondents indicated Yes while 47 (24.6%) indicated No. This implies that the items are impacts of principals' managerial competence on teachers' innovative teaching methods for attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria.Thisis positive and is in line with that of Mezieobi and Mezieobi (2023) when they mentioned that the secondary schools' principals are advised to encourage the teachers at all time through regular organization of workshops/seminars, provision of enabling and conducive teaching and learning environment, provision of teaching materials, and so on. Furthermore, the result of findings from the research question two co-incidentally, showed that 151 (75.4%) of average respondents indicated Yes while 47 (24.6%) indicated No. This implies that the items are the innovative teaching methods used by teachers for the attainment of sustainable development in secondary schools in Owerri municipal council of Imo state, Nigeria. This is positive and is in line with that of Oku and Anyaogu (2017) when they mentioned that the innovative teaching methods like computer assisted instruction (CAI), discussion, demonstration, and soon should be used by the teaching in teaching various subjects. They further noted that the teachers use engage the students in the process of teaching and learning.

Conclusion

Education is a veritable tool for national development. It empowers people and strengthen nations (National Policy on Education, 2013).It must be stressed that education cannot be an instrument per excellence managed to accomplish its aims and objectives. However, one of the most vital aspects of principals is the area of managing teaching and staff in achieving school aims and objectives. This is especially important in the area of innovativeness in teacher's teaching methodologies in the teaching and learning process. Innovativeness is very consequential in achieving the goals of secondary education and ensures sustainable development goals (SDGS) in Nigeria. Furthermore, principals' managerial competences have ways of positively or negatively impacting on teachers' job performance. Also, the use of innovative teaching methods in the teaching and learning of the various subjects in secondary schools will help improve students' academic performance.

Recommendations

Based on the challenges that limit principal managerial competence in ensuring teachers innovative teaching methods the following recommendations are made as the way forward:

1. Consistent curriculum implementation: this is when all areas of the country whether rural or urban have equal opportunity for teaching and learning. This also aliens with goal number 16 of SDGs which says' promote peaceful and inclusive society for sustainable and inclusive institution at all levels.

2. Orientation of principals: principals should be oriented on the necessity of ensuring that teachers teaching methodologies are improved in pursuing sustainable development goals which is reflected in goal number 4 which involves promoting lifelong learning opportunities for all.

3. Training of teachers: teachers need to be trained on various applications of teaching methodologies to enhance teaching and learning process. This is especially for teachers who are not from educational background. This is in line with goal number 8 which says 'promote sustained inclusive and sustained economic growth, fulland productive employment and decent work for all.

4. Provide quality instructional materials: thisinvolves quality materials in the classroom and laboratory that enhance all round development of a child cognitive, affective and psychomotor. This is also in line with goal number 9 of SDGS which enjoins all to 'build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

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