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## **Impact of Teachers Teaching Methodologies in Equipping Girls in Secondary Schools for Sustainable Development in Nigeria**

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### **Abstract**

*Education has proved to be an indispensable tool for national growth and development in all sectors of a nations' economy. Teachers teaching methodologies have to do with the various methods or approaches applied by teachers in the teaching and learning process to enhance students' learning and thus make learning permanent. There are many factors that can limit effective teacher teaching methodologies such as administrative factors, teacher factor,*

*poor instructional materials and inconsistency in curriculum implementation. This paper provides recommendations for the orientation of principals, training of teachers, providing quality instructional materials and consistent curriculum implementation for the attainment of sustainable developmental goals in Nigeria to equip the girl child to contribute significantly to sustainable development in Nigeria.*

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## **Introduction**

There is no doubt that education is a powerful instrument of national transformation. Schools are therefore vested with the responsibility of inculcating the basic skills, attitudes and values that are required to move a nation forward. For this reason, schools are equipped with human and material resources that will enable them perform their roles effectively. Today, there is an increasing faith in the casual relationship between education and economic development especially in the developing countries like Nigeria. Education has been seen as a vehicle for economic, social-cultural and political development of nations and individual (Grace & Kalu, 2016).

Secondary education is the second level of education in Nigeria. According to Federal Republic of Nigeria (2013), secondary education is the education children receive after primary education and before the tertiary stage. The goals of secondary education are to prepare the individual for:

- Useful living within the society, and
- Higher education.

Secondary education does not only occupy an important place in the Nigeria education system, it also serves as a link between the primary and tertiary levels. The Federal Republic of Nigeria (2013) defined secondary education the learner receivers after primary education and before the tertiary stage. Secondary educations in Nigerian schools are for a period of 6 years and are divided into two sections. The first three years is the junior secondary which is part of the Basic 9 education programme and another 3 years for senior

secondary education. The secondary school system is however a very crucial level of education system. It is a gateway to the tertiary education and a ripe age for developing students' potentials. Its benefit should be commensurate with the cost, for this reason, the performance at this level is of significant important to educational planners and managers. The school as a formal organization is the center for all teaching–learning processes. The principle and teachers as human resources are sine 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 classroom.

It must be stressed that education cannot be an instrument par excellent for achieving national development where the secondary education is not effectively managed to accomplished its aims and objectives. In the administration of secondary schools, the principle is central. Principles are seen to be responsible for three 'Ps' in the school – the people, the programme and the plant (Adeyemi, 2010). This they do by giving direction and leading to achieve objectives; ensure the implementation of schools programmers, including efficient and effective maintenance of school plants with its facilities. They function as managers and instructional leaders. Principals have the primary responsibility of accomplishing the nation's aims and objectives of secondary school education as stipulated in the National Policy on Education (2013). In doing this, they play a number of important roles which include providing effectively leadership in secondary schools that is aimed at “enhancing better job performance of staff and in essence, promoting students' academic achievements. However, one of the most vital aspects of principals” managerial competence is in the area of managing teaching staff in achieving school aims and objectives. This is true when one considers the job performance of teachers in public secondary schools.

### **Teachers Job Performance**

Job performance has been defined or described in various ways by scholars. It is seen as an act of accomplishing or executing a given task (Okumbe, 2009) and the ability to combine skillfully the desired or expected behaviors towards the achievement of organisational goals and objectives (Olagboye, 2014). Job performance therefore, is the way and manner in which a staff in an

organisation performs the duties assigned to him or expected of him in order to realise the organisation's goals and objectives.

In the school system, a teacher's job performance is that performed by a 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 employee's behaviour under different situation and/or by his level of participation in the day-to-day running of the school for goal accomplishment. Therefore job performance of a worker could be described as low, moderate, high, etc., depending on the extent of his commitment to work in order to achieve set objectives and goals (Adeyemi, 2010). 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 students' work and disciplinary ability are virtues which teachers uphold effectively in the school system.

In this regard, the teachers' performance could be measured through annual reports of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, commitment to job and extra-curricular activities. Other areas of assessment include effective classroom leadership, effective supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers (Adeyemi, 2010). These activities intended to help teachers to imbibe the totality of the culture in their teaching methods, broaden their subject matter, content knowledge, or stay informed of changing policies of the environment in which the school operates. All these are geared towards improving teaching performance.

It is important to note that teachers' job performance also includes methodologies of teaching which can enhance student learning and academic achievement in the secondary school. These methodologies of teachings can only be possible through innovative means.

### **Innovativeness in Teachers Teaching Methodology**

A teaching method can be define as the active learning guidelines that discuss the benefits of learning, as well as providing guidelines and simple activities that facilitate learning (Yin, 2013). To this end, teaching methods can be in form of storytelling, demonstrations, direct instructions, fields' observations,

discussion, class presentations, etc. In all of these methods of teaching, learning can be teacher-centered approach or student-centered approach. In fact, Fakunle (2008) identifies two main approaches to teaching: the teacher-centered and student-centered. The teacher-centered and student-centered have dominated interaction in classrooms and captures the various methods that students can learn. These can of course be measured either through formal and informal methods of assessment. The teacher-centered approach is when the teacher appears in the classroom and gives his lessons in such a way that students concentrates and admire his presence in his class but in reality, learning did not take place because the teacher did not deliver his lesson in such a way that students can learn and assimilate. However, the student-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 class, classroom environment, individual differences in learning, etc (Opolot-Okuru, 2008).

According to Federal Republic of Nigeria (2013), the goals of secondary education are to prepare the individual for: useful living within the society, and higher education. This therefore calls for innovations in today teachers' teaching methodologies in the school system. Innovations in education do not only mean new technology rather, it also implies teaching and learning process that reflects equity and pragmatism. Equity means that a teacher should teach with the goal of ensuring that all in the class – fast learner, slow learner and under-achiever get maximum attention and benefits from the class. Pragmatism on the other hand involves the ability of teachers to make their lessons practical with illustrations and examples in order to help students solve problems in a simple or clear way. Innovativeness is very important, necessary and consequential in developing the girl – child in secondary education for sustainable development in any society especially in Nigeria.

### **Sustainable Development**

The concept of sustainable development lies in the idea that a society is able to maintain its level of political, economic, cultural, and educational status both in a short and long run. It is the highest level of societal growth. It connotes quantitative and qualitative growth in all sectors of a country. Sustainable development has its goals. The sustainable development goals (SDGs) are a

new, universal set of goals, targets and indicators that United Nation member states will be expected to use to frame their agendas and political policies over the next 15 years. The SDGs follow, and expand on, the millennium development goals (MDGs). The countdown which began on September 2015 summit discusses the 17 goals that could transform the world by 2030.

Following are the 17 Sustainable Development Goals

Goal 1: End poverty in all its forms everywhere.

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

Goal 3: Ensure healthy lives and promote well-being for all at all ages.

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Goal 5: Achieve gender equality education and empower all women and girls.

Goal 6: Ensure availability and sustainable management of water and sanitation for all.

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all.

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

Goal 10: Reduce inequality within and among countries.

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable.

Goal 12: Ensure sustainable consumption and production patterns.

Goal 13: Take urgent action to combat climate change and its impacts

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

In achievement of these goals in education, the education of the girl-child is very fundamental to break the issue of gender barrier. Hence the impact of teachers' innovative teaching methodologies can help significantly in equipping the girl-child for sustainable development.

Impact of Teacher Innovative Teaching Methods in Equipping the Girl-Child for Sustainable Development.

In the achievement of sustainable developmental goals in secondary education, Saleh & Kalu (2017) stated below some positive impacts of teacher innovative teaching methods in equipping the girl-child for sustainable development:

**Improvement of Cognitive Skills:** This refers to the intellectual ability of an individual to recall facts or reproduce knowledge. This skill is intellectual because it has to do with the head where the brain is located. The brain if well developed, can produce knowledge that was learned or recall facts that it has accumulated. Hence, the girl-child is said to possess cognitive intelligence if the student can be able to produce knowledge that was learned by recalling facts.

**Improvement of Affective Skills:** This refers to the ability of an individual to draw inference or conclusions of what was learnt and see how they best applied to situations at hand. This kind of skill has to do with the heart. The heart is the center of motivation and the seat of decision making. Hence, the girl-child is said to possess affective skills if the student can be able to apply what was learned in situations and circumstances surrounding the students especially after lessons are taught the student is asked to explain concepts, ideas or facts.

***Improvement of Psychomotor Skills:*** This is the ability of an individual to create, design, or manipulates what was learned in the present condition the individual found him or herself. This skill also significantly involves the use of the hands. The girl-child possesses psychomotor skills if he can reproduce what was learnt in the classroom into creative manner or even in diagrammatical way.

## Challenges that limit effective teacher teaching methodologies

The following constitute challenges that limit effective teacher teaching methodologies in equipping the girl-child for sustainable development:

1. **Administrative Factor:** Principals' are regarded as instructional leaders. Hence, they are expected to know the various strategies to be employed in enhancing teaching and learning performance. The after-math of lack of principals' knowledge in teaching methodologies will constitute a problem to teachers on how they can be guided in teaching methodologies to be applied for students' performance.
2. **Teacher Factor:** This is when teachers who are recruited dont have pre-requisite training. They may lack the various teaching skills and methodologies in the teaching and learning process.
3. **Poor Instructional Materials:** This is a problem when instructional materials in the classroom and laboratory are inadequate. This can constitute a problem for teachers to apply various methods of teaching. For instance, a class or laboratory that lacks audio-visual materials like projectors, computers, microphones, etc, it will be difficult to apply demonstrations as a method of teaching.
4. **Inconsistency in Curriculum Implementation:** This is when there is rural and urban dichotomy in the implementation of curriculum in teaching and learning which is due to poor instructional materials in the rural than in the urban area.

## Conclusion

Education is a veritable tool for national development. It empowers people and strengthens nations. It must be stressed that education cannot be an instrument par excellence managed to accomplish its aims and objectives. However, one of the most vital aspects of principals' managerial competence is the area of managing teaching staff in achieving school aims and objectives. This is especially important in the area of innovativeness in teachers teaching methodologies in the teaching and learning process. Innovativeness is very



important, necessary consequential in achieving the goals of secondary education and ensures SDGs in Nigeria.

## **Recommendations**

Based on the challenges that limit effective teachers' teaching methodologies in equipping the girl-child for sustainable development, the following recommendations are made as the way forward:

1. ***Orientation of Principals:*** Principals should be orientated on the necessity of ensuring that teaching methodologies are improved in pursuing SDGs which is reflected in Goal Number 4 which involves, promoting lifelong learning opportunities for all.
2. ***Training of Teachers:*** Teacher should be trained on various applications of teaching methodologies to enhance the 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, full and productive employment and decent work for all"
3. ***Providing Quality Instructional Materials:*** This involves quality materials in the classroom and laboratory that enhances innovative teaching methodologies that can enhance all round development of a child cognitive, affective and psychomotor. This is line with goal no 9 of SDGs which says "Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
4. ***Consistent Curriculum Implementation:*** This is when all areas of the country whether rural or urban have equal opportunity for teaching and learning process in the area of sufficient plant and facilities for effective teaching and learning. This is line with goal no 16 of SDGs which says "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institution at all levels"

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### **Equipping Girls with Communication and Lateral Thinking Skills for Sustainable Development**

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