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**WELL-IMPLEMENTED CURRICULUM AND INSTRUCTION AS  
PREDICTORS OF ACHIEVEMENT OF THE SUSTAINABLE DEVELOPMENT  
GOALS IN SECONDARY SCHOOLS IN THE FEDERAL CAPITAL  
TERRITORY, ABUJA, NIGERIA**

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**Abstract**

*The study investigated well-implemented curriculum and quality instruction as predictors of achievement of the Sustainable Development Goals (SDGs) in secondary schools in the Federal Capital Territory, Abuja. In this regard, the researcher formulated three research questions along with three null hypotheses to guide the study. The study adopted a correlational research design. The population of the study comprised all 2050 teachers in 85 public secondary schools in the Federal Capital Territory, Abuja. With the aid of Krejcie and Morgan Formula, a sample size of 370 teachers was randomly drawn from the total population. Three self-designed non-cognitive instruments titled “Teachers’ Lack of Competence Scale” (TLCS), “Teachers’ lack of Motivation Scale” (TMS), and “Sustainable Development Goal on Quality Education Scale” (SDGQES) were used for data collection. The TLCS contained 10 items, TLMS 10 items and SDGQES 15 items respectively. Face and content validities of the instruments were ensured by three experts in Measurement and Evaluation in the Faculty of Education, University of Abuja. The Cronbach reliability coefficient was used to establish the reliability coefficients of the instruments. TLCS, TLMS and SDGQES yielded reliability indexes of 0.86, 0.91 and 0.89 respectively. Simple and multiple regression were used to answer the research questions while t-test and ANOVA associated with linear and multiple regression were used to test the null hypotheses. The findings showed that teachers’ lack of competence, motivation and teachers’ negative attitude to work significantly relate to improper curriculum implementation and poor instruction delivery in public secondary schools in the Federal Capital Territory, Abuja, and as such independently and jointly predict little or no achievement of the Sustainable Development Goal on quality education. It was*

*recommended that teachers' recruitment should be based on merit rather than primordial considerations and the ones recruited given consistent in-and off-service retraining to enable them to develop further professionally and competently, the government of the Federal Capital Territory and other employers of teachers should prioritize teachers' motivation to be wholly committed and dedicated to their duties and responsibilities and ensure that those things that make teachers satisfied with their jobs are provided to stamp out negative attitude to work.*

**Keywords:** Well-Implemented Curriculum, Quality Instruction, Sustainable Development Goals, Achievement, Quality Education, Competence, Motivation, Attitude to Work

### **Introduction**

Over the years, a serious search to make the world a better place to live in and to ensure that the citizens of the world, present and future, achieve their full potential unhindered have engaged the attention of the world leaders, the designated world bodies and world development advocates. Their collective aim is nothing but to evolve a development model, usually, a long term one, which can be adapted, adopted and modified to suit the socio-cultural, economic and environmental needs and peculiarities of every nation of the world. Through the process of adoption and modification of such a development model, each country can then integrate the model in view of supporting and driving its national development policies, especially in its key sectors such as economy, environment, health, education, etcetera. In other words, the move is to conserve and protect the qualitative lives, nature, destinies, commonwealth, and well-being of the citizens of the world, present and future, irrespective of nationality, gender, colour, creed, age, or religion by rolling out a development model that can guarantee the sustainability of the society in general and its earlier mentioned key sectors (economy, environment, health, education) in particular. It is clear that the term "sustainable development" is multi-dimensional as it touches the economy, environment, health, education and lots more. It was as a result of the quest to evolve a development model with clear and sustainable goals that led to the first-ever conference in Stockholm,

Sweden in 1972 termed “the United Nations Sustainable Development on Environment”. What then is sustainable development?

Sustainable development is made of two words, “sustainable” which means long-lasting and “development” which refers to the qualitative increase in a person or thing as opposed to “growth” which means a quantitative increase in a person or thing. Simply, sustainable development is a long-lasting qualitative increase in a person or thing as opposed to a quantitative increase. The term comes very close to quality development, which means that every development with positive impact on the lives of the people. However, the definition by the International Institute for Sustainable Development (IISD) is more comprehensive, widely accepted and used among development scholars and experts across the globe. It defined sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. According to United Nations Development Programme (UNDP) Report (2019), Sustainable Development Goals (SDGs) also known as the Global Goals were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The Sustainable Development Goals (SDGs) are 17 in number and are integrated in that they recognize that action in one area will affect outcomes in others and that development must balance socio-economic, environmental and educational sustainability. The 17 SDGs are as follows: (1) no poverty (2) zero hunger (3) good health and well-being (4) quality education (5) gender equality (6) clean water (7) affordable and clean energy (8) decent work and economic growth (9) industry, innovation and infrastructure (10) reduced inequalities (11) sustainable cities and communities (12) responsible consumption and production (13) climate action (14) life below water (15) life on land (16) peace, justice and strong institutions and (17) partnerships for the Goals (United Nations Development Programme (UNDP) Report, 2019). For clarity, the focus of the study is on the 4<sup>th</sup> Goal of the above Sustainable Development initiative.

From this UNPD’s report, we can figure out that the rationale behind the Sustainable Development Goal on quality education is to generally make education sustainable. Thus, sustainable education may be defined as education that meets the educational needs of the

present generation of learners without compromising the ability of future generations of learners in meeting their own educational needs. That will be interpreted to mean, achieving relevant education outcomes where the present generation of learners can meet their needs of realizing their full potential, and while we are doing so, not forgetting to build and leave a strong platform upon which the future generations of unborn learners can stand to meet their own needs. According to Obiefuna (2018), applying this to the Nigerian educational system would then mean that the general outlook of education in Nigeria must have TWO (2) basic features, having adopted SDGs along with other countries of the world as its developmental model or plan in support of its national development initiatives. Consequently, these two basic features must be present in the educational services being offered in Nigeria at primary, secondary and tertiary levels. The two basic characteristics are as follows:

- (a) The nature of education being offered in Nigeria must be the one that can produce, at present, a set of pupils or students who are sound enough and fully baked and by that which they can realize their full potential to live a fulfilled life and to make meaningful contributions in the communities in which they live.
- (b) Having been fortified with the capacity of quality assurance over a long period, be the nature of education that must allow the future generations of Nigerians yet unborn to attain their full potential thereby enabling them to meet their own needs and surmount the challenges of their own time (Obiefuna, 2018).

Nevertheless, it is an incontrovertible fact that, for the Sustainable Development Goal on quality education to be achieved, particularly in public secondary schools in the Federal Capital Territory (FCT), Abuja, it must have been made an integral part of the school curriculum and instruction supported by concerted and collective efforts of ensuring that the school curriculum is well or properly implemented and instruction qualitatively delivered. This shows that the achievement of Sustainable Development Goals in schools in Nigeria and ones in the FCT, in particular, requires the collective efforts of the governments at all levels, educators, curriculum development experts, school

administrators and planners, teachers, students, parents, NGOs volunteers, and community leaders. (Obiefuna, 2018).

For the avoidance of doubt, the curriculum is that which the teacher is to teach and that which the students are to learn in the formal school setting, while instruction (teaching) is a means by which the content of the school curriculum is delivered to the students by the teacher (Flake, 2017). Therefore, the expectations of the Sustainable Development Goals (ensure inclusive and quality education and promote life long learning opportunities for all) which are now part and parcel of the school curriculum in Nigeria are to be met where the teachers who are the main implementers of the school curriculum and equally the drivers of the school instruction ensure that such school curriculum is well or properly implemented and instruction effectively delivered. The curriculum could be said to be well or properly implemented and instruction qualitatively delivered where all the set learning outcomes have been substantially mastered and achieved by the students, who as a result of that put up impressive performance both in internal and external examinations. By so doing they attain their full potential to be able to fully fend for themselves and to make meaningful contributions to society at large (Flake, 2017).

In the 17 Sustainable Development Goals set by the United Nations with the stipulation of 2030 as the deadline for achievement, quality education (for emphasis sake, "not just anyhow education"), is the number 4. Quality education within the context of this study is as defined, construed or represented in the above paragraph where the two basic feature of sustainable education were discussed. To achieve quality education in all nations of the world including Nigeria depends on (a) how well the teachers implemented the curriculum and (b) how effectively or qualitatively they have conducted their instruction (teaching) to achieve the desired results or outcomes which must reflect in students putting up impressive performance (Obiefuna, 2018). This is because there is always a presumption, though rebuttable, that where the students fail to learn, the teacher has not taught.

In view of achieving the Sustainable Development Goals on quality education (the 4<sup>th</sup> Goal amongst the 17 SDGs set by the United Nations), two key questions as raised in the preceding paragraph must be addressed. The first question to address is: "How well have the teachers implemented the curriculum?" The second question is: "How

effectively or qualitatively have they conducted their instruction (teaching) to achieve the desired results or outcomes?" To address these questions comprehensively, fairly and properly demands that we look critically at three factors namely the teachers' competence, motivation and attitudes. These three form the nucleus of this study.

Achieving Global Goal number 4 which bothers on quality education would require teachers who are truly competent for proper curriculum implementation and quality instruction in secondary schools in the Federal Capital Territory (FCT), Abuja. A teacher is said to be competent if he is a person who, because of his training in the science and arts of teaching, has acquired the necessary knowledge, skills and values and can show that he is professionally and personally qualified to teach. Possessing the requisite knowledge such as the mastery of the subject area is equated with having the science of teaching, while skills talk about being able to apply such knowledge (science) to achieve the desired learning outcomes. From the above definitional attempt, two criteria set a competent teacher apart from a teacher who is not competent. First, he must have undergone training in the science and arts of teaching in any approved tertiary institutions where he is to be given a certificate that he is now qualified to teach. Little wonder provisions are made in the National Policy on Education for teachers' education which lays out the very purpose of teachers' education, institutions for the training of professional teachers, their entry qualifications, the curriculum of teachers' colleges, and professionalization of teaching. Second, having undergone such training and given qualifying certification, the teacher must be able to show or demonstrate that he is professionally and personally qualified to teach. Thus, obtaining qualifying certification is not enough to say that a teacher is competent; he is required to do extra by way of demonstrating that he is so qualified to teach. Achieving the requisite competence by teachers does not just happen without doing something about it (Low, Taylor, Joseph and Atienza, 2009). According to Darling-Hammond (2006), apart from pre-service training acquired, teachers are supposed to be exposed to in and off-service training and retraining such as conferences, workshops, seminars, and symposia periodically to allow them the opportunity to update and sharpen their teaching knowledge and skills. When this is done, the required competence is achieved which enables teachers to implement the curriculum well and

teach effectively thereby accumulating into quality education which is canvassed under the fourth (4th) out of the seventeen (17) Sustainable Development Goals. Unfortunately, it seems that secondary school teachers in the Federal Capital Territory (FCT), Abuja lack the requisite competence to drive successfully the Goal of quality education as canvassed in Sustainable Development Goals. How many teachers in secondary schools know or understand the contents of Sustainable Development Goals on education? How many know what it talks about quality education? Of course, they may be very few or none of them. Finally, how does the performance of secondary schools in the Federal Capital Territory (FCT), Abuja attest to teachers' competence performance (Obiefuna, 2018)? A study by Oguguo and Uboh (2020) revealed the poor academic performance of secondary school students in the Federal Capital Territory, Abuja for a period of five years (2014-2018) in the examination conducted by West African

Examinations Council. A study by Forlin (2014) revealed that teachers' lack of competence significantly predicted poor goal attainment. It also revealed that pre-service training of teachers promotes and improves teachers' competence and therefore is more likely to lead to proper curriculum implementation and quality instruction when they eventually enter into the teaching profession.

Possessing competence without motivation is not sufficient to achieve quality education as required by the Sustainable Development Goals. Motivation is defined as the desire to achieve a goal or certain performance level, leading to goal-directed behaviour. Motivation is one of the forces that lead to performance. When we refer to someone as being motivated, we mean that the person is trying hard to accomplish a certain task. Therefore, crucial attention has to be given to teachers' motivation to ensure that teachers implement the school curriculum properly and conduct their instruction effectively in view of achieving quality education as captured in Sustainable Development Goals. According to Osaro and Wokekoro (2018), it is unfortunate that in Nigeria teachers are not sufficiently motivated. Their basic needs, if to go by Abraham Maslow's prescriptions of physiological, psychological, security, self-esteem, and self-actualization needs, are not usually met. Many of them work under most deplorable conditions; they work in schools without or with little or no basic teaching and learning facilities and materials. Some are in schools with dilapidated



buildings littering the landscape of the school environment, students get cramped into a classroom, classrooms become overcrowded, some sit on the floor, while other unfortunate ones stay outside the classroom because of lack of space, teachers are being owed heavy backlogs of salaries and allowances, upon retirement, no pension, no gratuities, conditions of service are antiquated, outdated and never in tandem with what is obtainable in a decent and fair society, professional and health wellbeing is neglected. All constitute great woes to entire education as they lead to poor curriculum implementation and instruction and non-attainment of quality education goals (Osaro and Wokekoro, 2018). Studies by Baumeister and Leary (2015) and Osaro and Wokekoro (2018) revealed a significant relationship between motivators (motivating factors) and the attainment of school goals by teachers. We can deduce from the above finding that, if teachers in the Federal Capital Territory (FCT), Abuja are adequately motivated, the realization of quality education by way of proper curriculum implementation and effective instruction as demanded by the Sustainable Development Goals is likely to be guaranteed.

Teachers' attitudes are another factor to determine whether quality education, which is one of the Sustainable Development Goals, is to be achieved or not. Quality education can only be achieved if the school curriculum is properly implemented and instruction qualitatively delivered. The positive attitude of teachers towards teaching leads to better and increased performance; better and increased performance is evidential proof showing that the school curriculum has been properly implemented and instruction effectively delivered. According to Thoresen, Kaplan, Barsky, Chermont and Warren (2003), an attitude refers to our opinions, beliefs, and feelings about aspects of our environment. The environment within the context of this study is the educational or school environment, while aspects of the educational or school environment are things expected to see or happen within the school environment, and such things include implementing the curriculum by way of delivery of instruction (teaching). Whether the teacher's attitude will be positive or negative, committed or uncommitted is dependent on the level of his job satisfaction. Job satisfaction is the feeling of happiness in one's job. Studies like the one conducted by Thoresen, Kaplan, Barsky, Chermont, and Warren

(2003) showed that there exists a significant correlation between feeling satisfied with one's job and showing of positive and committed attitude to one's work or tasks. A study by Adefarati (2019) showed that there is a relationship between job satisfaction-induced positive attitude and goal attainment. The implication of the above results is to the effect that, a positive attitude and commitment towards proper implementation of the school curriculum and qualitative instruction (teaching), which is tantamount to quality education as canvassed by Sustainable Development Goals, can only be guaranteed if teachers feel satisfied with their jobs. Unfortunately, a study by Dike (2019) showed that teachers were not feeling satisfied with their jobs in Nigeria. Things highlighted as the causes of their dissatisfaction include maltreatments of governments at all levels in the forms of delayed payment of salaries, allowances, and other infringement benefits, reward system based on favouritism, undue delay in promotion or promotion based on primordial considerations, nonrecognition of teachers' enormous efforts and contributions, neglect of retirees, obsolete conditions of service contrary to the current best global practices, lack of basic incentives, among others (Dike, 2019). By implication of this, secondary school teachers in the Federal Capital Territory, Abuja may not likely achieve the goal of quality education by way of proper curriculum implementation and qualitative instruction as demanded by Sustainable Development Goals (SDGs) due to lack of job satisfaction.

There could not be a better time than now to conduct an empirically driven study to investigate the extent to which a well-implemented curriculum and quality instruction predict the achievement of Sustainable Development Goals (SDGs) in secondary schools in the Federal Capital Territory, Abuja.

#### **Statement of the Problem**

Ensuring inclusive and quality education and promote life long learning opportunities for all, is one of the Sustainable Development Goals (SDGs) canvassed by the United Nations to achieve quality education by the year 2030. For this to be achieved at the secondary education level in the Federal Capital Territory, Abuja, it is expected that that teachers must implement the school curriculum properly and apply themselves to qualitative teaching or instruction.

There could not be a better way to adduce the reasons for having such glaring indications of an absence of quality in secondary education than to understand teachers' competence, motivation and attitude towards curriculum implementation and instruction. It is again this background that the researcher, investigate well-implemented curriculum and quality instruction as predictors of achievement of the Sustainable Development Goals (SDGs) in secondary schools in the Federal Capital Territory, Abuja by critically looking at three important variables namely, teachers' competence, motivation and attitude to work.

### **Aim and Objectives of the Study**

The cardinal aim of this study is to investigate well-implemented curriculum and quality instruction as predictors of achievement of the Sustainable Development Goals (SDGs) in secondary schools in the Federal Capital Territory, Abuja by critically looking at three important variables namely, teachers' competence, motivation and attitude to work. Specifically, this study sought to accomplish the following objectives:

1. To find out the extent to which teachers' lack of competence predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.
2. To examine how teachers' lack of motivation predicts little or no, achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.
3. To ascertain the extent teachers' negative attitude to work predicts little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

### **Research Questions**

The following research questions guided the conduct of this study.

1. To what extent does teachers' lack of competence predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja?

2. How does teachers' lack of motivation predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja?
3. To what extent does teachers' negative attitude to work predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja?

### **Hypotheses**

The following null hypotheses tested at 0.05 alpha level of significance guided the conduct of this study:

**Ho<sub>1</sub>:** Teachers' lack of competence does not significantly predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

**Ho<sub>2</sub>:** Teachers' lack of motivation does not significantly predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

**Ho<sub>3</sub>:** Teachers' negative attitude teachers' negative attitude to work predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

### **Methodology**

The study adopted a correlational research design. The population of the study comprised 2050 teachers in 85 public secondary schools in the Federal Capital Territory, Abuja. With the aid of Krejcie and Morgan Formula, thus:  $\text{Sample} = \frac{x^2 NP (1-P)}{[\alpha^2(N-1) + x^2 P (1-P)]}$ , a sample size of 370 teachers was randomly drawn from the total population. Three self-designed non-cognitive instruments titled "Teachers' Lack of Competence Scale" (TLCS), "Teachers' lack of Motivation Scale" (TLMS), and "Sustainable Development Goal on Quality Education Scale" (SDGQES) were used for data collection. The TLCS contained 10 items,

TLMS 10 items and SDGQES 15 items respectively. Face and content validities of the instruments were ensured by three experts in

Measurement and Evaluation in the Faculty of Education, University of Abuja. The Cronbach reliability coefficient was used to establish the reliability coefficients of the instruments. TLCS, TLMS and SDGQES yielded reliability indexes of 0.86, 0.91 and 0.89 respectively. Simple and multiple regression were used to answer the research questions while t-test and ANOVA associated with linear and multiple regression were used to test the null hypotheses.

## Results

The results of this study are presented as shown below.

**Research Question 1:** To what extent does teachers' lack of competence predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja?

**Table 1a: Simple regression on the extent to which Teachers' Lack of Competence predicts little or no Achievement of the Sustainable Development Goal on Quality Education**

Model R	R Square	Adjusted Square	R Std. Error of the Estimate
0.8469 <sup>a</sup>	0.7173	0.6659	1.494525

Table 1a shows that teachers' lack of competence had a high positive relationship of 0.847 with little or no achievement of the Sustainable Development Goal on quality education. The coefficient of determinism of 71.7% showed the extent teachers' lack of competence predicted little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja. The remaining 28.3% was accounted by other variables apart from teachers' lack of competence.

**Hypothesis 1:** Teachers’ lack of competence does not significantly predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja

**Table 1b: T-test associated with simple regression on the extent to which Teachers’ Lack of Competence on the Achievement of the Sustainable Development Goal in regards to Quality Education**

Model	Unstandardized Coefficients		Standardized Coefficients		t-value	Sig.
	Beta	Std. Error	Beta			
(Constant)	3.563	1.848603			1.927	.001
1			-.506			
coronavirus-induced retention	poor -.071	.295661			-.242	.002

Table 1b revealed that teachers’ lack of competence has a beta value, t-value and significant values of -506, -242 and .002 and all at 0.05 alpha level significance. Therefore, the null hypothesis is rejected. By implication, teachers’ lack of competence significantly predicts little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

**Research Question 2:** How does teachers’ lack of motivation predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja?

**Hypothesis 2:** Teachers’ lack of motivation does not significantly predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

**Table 2a: Multiple regression and ANOVA associated with the joint prediction of Teachers' Lack of Competence on the Achievement of the Sustainable Development Goal on Quality Education**

R=0.882						
R <sup>2</sup> = 778						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	62.35892	2	31.180		
	Residual	24.56965	11	2.234		
	Total	86.92857	13		13.959	0.001

Table 2a was used to answer research question two and test null hypothesis two. Results obtained revealed that the regression square coefficient is 0.778. Therefore, teachers' lack of motivation predicts little or no achievement of the Sustainable Development Goal on quality education by 77.8%. It was shown that the mean square for regression and residual variables are 62.359 and 24.570 respectively. With degrees of freedom of 2, and 11, the F calculated value is 13.959.  $F(13.595)$ ,  $df(2,11)$ ,  $p > 0.001$ . The ANOVA associated with multiple regressions showed that p- the value is greater than the significant value of 0.001. By implication, the null hypothesis is rejected. Therefore, teachers' lack of motivation significantly predicts little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

**Research Question 3:** To what extent does teachers' negative attitude predict little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja?

**Hypothesis 3:** Teachers' negative attitude predicts little or no achievement of the Sustainable

Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

**Table 3a: Multiple regression and ANOVA associated with the joint prediction of Teachers' Negative Attitude predicts little or no Achievement of the Sustainable Development Goal on Quality Education**

R=0.779						
R <sup>2</sup> = 607						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	62.35892	1	54.825		
	Residual	24.56965	13	2.531		
	Total	87.73333	14		21.658	0.001

Table 3a was used to answer research question three and test null hypothesis three. Results obtained revealed that the regression square coefficient is 0.607. Therefore, teachers' negative attitude to work predicts little or no achievement of the Sustainable Development Goal on quality education by 60.7%. It was shown that the mean square for regression and residual variables are 54.825 and 2.531 respectively. With degrees of freedom of 1 and 13, the F calculated value is 21.658.  $F(21.658), df(1,13), p > 0.001$ . The ANOVA associated with multiple regressions showed that the value is greater than the significant value of 0.001. By implication, the null hypothesis is rejected. Therefore, teachers' negative attitude to work significantly predicts little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.



**Discussion**

The discussion of findings is conducted as presented below.

**Teachers' Lack of Competence on the Achievement of the Sustainable Development Goal on Quality Education**

The findings showed that teachers' lack of competence predicts 71.7% of little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja. The result is therefore to the effect that teachers' lack of competence remains a significant factor that may likely lead to little or no achievement of the Sustainable Development Goal on quality education. In other words, the result revealed that little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja, relates to teachers' lack of competence to implement the school curriculum properly and deliver instruction qualitatively. This result sprung no surprise as a teacher who lacks the knowledge and skills for proper implementation of the school curriculum and quality instruction will achieve little or nothing. This result is line with the study of Forlin (2014) which revealed that teachers' lack of competence significantly predicts poor goal attainment in the school system.

**Teachers' Lack of Motivation and Little or no Achievement of the Sustainable Development Goal on Quality Education**

It was found that teachers' lack of motivation predicts 77.8% of the little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja. In essence, the result indicated that little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal

Capital Territory, Abuja, relates significantly with teachers' lack of motivation in proper implementation of the school curriculum and quality instruction delivery. The result implies that the motivation of teachers used for curriculum implementation and instruction in our schools is very sacrosanct in attaining Sustainable Development Goals on quality education. This result is in accord with the studies of Baumeister and Leary (2015) and Osaro and

Wokekoro (2018) which revealed a significant relationship between motivators (motivating factors) and attainment of school goals by teachers.

#### **Teachers' Negative Attitude to Work and Little or no Achievement of the Sustainable Development Goal on Quality Education**

The result showed that teachers' negative attitude to work predicts 60.7% of little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja. That is quite significant indeed as only 39.3% is predicted by factors other than teachers' negative attitude to work. In addition, the result was to the effect that teachers' negative attitude to work was very significant as it was one of the factors likely to lead to little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja. The reason being that negative attitude to work would cause the teachers not to properly implement the school curriculum and not to effectively deliver their instruction (teaching) thereby leading them to achieve little or no goals on quality education. This result is in agreement with the studies of Adefarati (2019) and Thoresen, Kaplan, Barsky, Chermont, and Warren (2003) which showed that there is a relationship between job satisfaction-induced positive attitude and goal attainment. This suggested a negative attitude to work, little or goal attainment.

#### **Findings**

Based on results obtained in this study, it was concluded that teachers' lack of competence, motivation and teachers' negative attitude to work significantly relate to improper curriculum implementation and poor instruction delivery which independently and jointly predicted the little or no achievement of the Sustainable Development Goal on quality education in public secondary schools in the Federal Capital Territory, Abuja.

### Recommendations

Based on the results of this study, the following recommendations were made:

1. Teachers' recruitment should be based on merit rather than primordial considerations and the ones recruited should be given consistent in-and off-service retraining to enable them develop further professionally and competently.
2. The government of the Federal Capital Territory and other employers of teachers should motivate teachers to be wholly committed and dedicated to their duties and responsibilities.
3. The government of the Federal Capital Territory and other employers of teachers should motivate teachers so as to ensure those things that make teachers satisfied with their jobs are provided to stamp out negative attitudes to work. By so doing, the SDG on quality education is achieved as the school curriculum will be properly implemented and instruction qualitatively delivered.

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