

**PERCEPTION OF ENUGU STATE BASIC TEACHERS ON USE OF  
POWERPOINT AS INNOVATION IN TEACHING DURING LESSON  
PREPARATION, DELIVERY AND EVALUATION FOR SUSTAINABLE  
DEVELOPMENTAL GOALS' ATTAINMENT**

**Onah, Eunice Nwakaego (PhD),**  
Department of Computer & Robotics Education,  
University of Nigeria Nsukka.  
[eunice.onah@unn.edu.ng](mailto:eunice.onah@unn.edu.ng)

&

**Onah, Ogechukwu (PhD),**  
Department of Agric. Education,  
University of Nigeria Nsukka.  
[traceogechukwu@gmail.com](mailto:traceogechukwu@gmail.com)

&

**Obe, Pauline Ijeoma (PhD),**  
Department of Industrial & Technical Educ.,  
University of Nigeria Nsukka.  
[pauline.obe@unn.edu.ng](mailto:pauline.obe@unn.edu.ng)

&

**Ude, Veronica C. (PhD),**  
Department of Vocational & Science Ed,  
GO University, Enugu State, Nigeria.  
[drvcude@gmail.com](mailto:drvcude@gmail.com)

DOI: 10.13140/RG.2.2.29332.65925

**Abstract**

*This study examined perception of Enugu State Basic Teachers on use of PowerPoint As Innovation In Teaching during Lesson Preparation, Delivery and Evaluation in Attaining Goal four (4) of the Sustainable Developmental Goals. Three Research Questions guided the study. Inter-disciplinary Basic Teachers sent for Enugu State 2020 SDGs Workshop, numbering 20, constituted the population for the study. Total population sampling technique was employed as sample due to manageable size of this population. As such, all the 20 Basic Teachers sent for the Workshop formed the respondents. BATEPP instrument, made up of 12 items, with reliability of 0.87 using Cronbach alpha, also face validated by three Computer experts was used to collect data used to elicit information after being analysed in MS Excel. Means and Percentages were*

*used to answer the three Research Questions that guided the study. It was found out that ICT and Mathematics Teachers utilized PowerPoint more than Basic Science and Agricultural Teachers as seen in the Means and Percentages during Lesson Preparation, Delivery and Evaluation. However, all the Basic Teachers sent for the Workshop had perception above average in each stage of learning process and need to step down what they learnt to other Teachers in the various LGAs that sent them to be their representatives. Every Teacher needs to cooperate in this regard to facilitate the achievement of Goal four (4) of the SDGs leading to development and progress in education sector.*

**Keywords:** Perception, Basic Teachers, SDGs, Teaching/Learning Process, Innovation, MS PowerPoint.

### **Introduction**

Perception is a way one regards or understood a concept. According to Longman (2021), perception is the way one thinks about something. Basic Teachers' perception can affect what they use in teaching in Class at foundation level of education during lesson preparation, delivery and evaluation of the entire lesson contents. Basic Teachers are found in all Primary schools (Primary 1 to 6) and also in all Junior Secondary Schools (JS1 to 3). Basic Teachers teach pupils in Primary schools. They also teach students in Junior Secondary Schools. The Basic Teachers teach basic subjects that include ICT in Computer Studies, Mathematics, Agricultural Science, Basic Science and others. There is need to understand fundamental knowledge taught by basic teachers to enable better understanding at higher levels of education. Teaching in the past, called traditional method, made use of chalk and board. Teachers were more active than students leading to difficulty in transfer of knowledge by learners which may have in turn promoted development in education sector. Learning with understanding currently involves the use of smart phones, Computers and laptops which are needed in this 21<sup>st</sup> century classroom instructions (Onah, Ude & Obe, 2017) . Current researchers found out that when learners participate more actively in learning processes, they learn with understanding, which is promoted, leading to higher achievements (Agwagah, 2007). This is why NTI (2018) in her three consecutive ICT Modules for SDGs, boldly writes: 'practice makes perfect' and advise in her introduction - Leave No One Behind (NTI, 2016, 2017, 2018). The use of MS PowerPoint software found in Computer in teaching process is called for in this 21<sup>st</sup> century because it promotes understanding by learners.

To show the importance of PowerPoint, the concept of MS PowerPoint is repeatedly seen in all the ICT Modules produced by NTI including the NTI (2020) for Sustainable Developmental Goals' (SDGs') attainment. Basic teaching using PowerPoint (BATEPP) instrument developed by the researchers, made up of 12 items may be of great use to teachers because the instrument employed basic processes involved in lesson preparation, delivery and evaluation in MS PowerPoint which the researchers have not seen before in any other write up. Arrangement of learning contents from known to unknown / simple to more complex is also called for to promote understanding of what is being taught. Each slide is sequentially arranged in MS PowerPoint in ascending order of difficulty. Suggested effects -both animation and transition effects need not be too much for better understanding of any of the stated educational objectives. This is in line with Bloom (1954) who stated that there are six major categories of educational objectives in the following order: knowledge, comprehension, application, analysis, synthesis and evaluation. While preparing lesson in any basic subject, the order is borne in mind especially in MS PowerPoint. This is an innovation that needs to be adopted by every basic teacher in order to achieve Goal four (4) of the Sustainable Developmental Goals (SDGs). Innovation in teaching using computer is needed in this 21<sup>st</sup> century as many educators recommend such for effective teaching and learning (Onah and Onyebuchi, 2018). To be an innovative teacher is to be a creative teacher - adopting something new to enhance teaching and learning.

Defining innovation, Nkadi (2017) stated that innovation means creating something new by a teacher to promote effective teaching so that students learn with understanding. According to Onah and Onyebuchi (2018), effective teaching process occurs when students learn with understanding after lesson delivery using Computer/smart phone in teaching every 21<sup>st</sup> century student . The researchers are of the view that positive leadership which is a consequence for sustainable developmental Goals' attainment is acquired from effective teaching from effective teachers. No wonder one of the NTI slogan for teachers/students reads: 'If you can write your name, thank your teacher. If you cannot, look for one.'

Sustainable Developmental Goals (SDGs) which started in 2016 to end in 2030 is calling for development in every sector of life including education right from grass root. The Sustainable Development Goals (SDGs) also called Global Goals are 17 interlinked goals adopted by the United Nation in 2015 as a Universal call

to end poverty, protect the planet and make lives better by 2030. The SDG 4 aims specifically to “ensure inclusive and equitable quality education and promote lifelong learning opportunities” (NTI, 2020). This Goal four (4) of the Sustainable Developmental Goals (SDGs) is specific on improvement of teaching and learning leading to development in education Industry. The actual statement of Goal four of the SDGs means that there is need to include learning materials of teaching that is innovative in nature which can in turn promote lifelong learning opportunities for all especially learning of basic subjects taught by basic teachers in Primary and Junior Secondary Schools. This can equally promote transfer of learning at higher levels of education leading to growth and development in education industry. Since SDGs were initiated by UNESCO (2015) to end poverty and improve development in every area of life by 2030, all hands must be on deck to achieve the 17 interlinked goals which are categorized into three dimensions: social, economic and environmental as in chart on SDGs dimensions according to NTI(2018) and also NTI(2020). The first five goals were under social to include: End Poverty, End Hunger, Good Health, Quality Education and Gender Equality. Goal four (4) is on quality education. Teachers’ focus on this goal four (4) realizations is the main concern of the present researchers and PowerPoint use for enhancement of teaching of learning contents is an innovation in teaching. The way basic teachers perceive its use matters a lot and hence this study.

PowerPoint use is simply an innovation in teaching where slides are emphasized in place of pages in MS Word. Facilities for giving different effects to one’s created slides also exist in MS PowerPoint. In the past, chalk/board method was used in teaching the pupils/students which has many disadvantages when compared with use of Computer in Teaching. Previous Researchers found out that out of the major factors influencing students’ achievement, that teacher factors appear prominent. (Onah, Ugwuanyi, Okeke, Nworgu, Agwagah, Ugwuanyi, Obe, Nwoye & Okeke, 2020). When teachers use innovative methods in teaching the students, achievement of students in internal/external examinations will likely be high instead of low (Azuka, 2013). Perception of teachers on the use of new technology software like PowerPoint may equally be high in teaching and learning processes when learning contents are sequentially arranged in innovation employed.

One may at this juncture ask: What are the perception of teachers on the basic processes found in lesson preparation, delivery and evaluation using MS

PowerPoint? To answer the above Question is to portray the computer skills involved while using PowerPoint to create, deliver and evaluate in other to find out the achievements of the stated objectives in any teaching and learning process. These needed PowerPoint skills are embedded in BATEPP instrument which is made up of 12 items categorized into three groups of four items each for lesson preparation, lesson delivery and evaluation of learning contents delivered.

Defining PowerPoint, Azare (2016) indicated that PowerPoint is a presentation programme developed by Microsoft for Microsoft office system. Unlike MS Word developed by the same group (Microsoft office) where pages are emphasized, slides are always used in PowerPoint and not pages. Teacher's detailed description of course of instruction, bearing learners' level in mind, are sequentially arranged slide by slide in MS PowerPoint. After keying in the contents slide by slide, from simple to a more complex learning material, slide show is run to check the animation and transition effects of the package and to correct any observed error in lesson plan developed before the actual presentation. These include correct words accompanying pictures seen in different slides. It is when this is done that the teacher starts the lesson presentation, followed by evaluation of objectives previously stated. Some experts in NTI (2020) refer to PowerPoint as Slideshow presentation or Presentation package. One of the advantages of PowerPoint is that although the learning contents are sequentially arranged, one can click on any slide of one's choice and learn from it after running the entire package slide by slide. Also, one can click on any slide to learn from each picture with accompanying words. One can easily critique for production of a better package. This teaching innovation is very practical and need to be adopted from grass root level in every basic school and not just in few schools. Pictures of some Nigerian children in PowerPoint Class retrieved from the Net can be shown. Also, some texts with pictures in slide of what one can be taught using PowerPoint such as diagram of Interconnectivity of Computers for Computer Network with definitions of Local Area Network (LAN) and Wide Area Network (WAN) such as Internet accompanying the pictures can be seen in NTI (2020). Following this example, one can include diagram of a three sided figure enclosed by straight lines in teaching triangle for the first time and writing text beside it to read that a triangle is a three sided plane figure enclosed by straight lines. Diagrams of different types of triangles with texts can follow suit. Similar examples from Biology, Agriculture or any other basic subject can follow suit with diagrams and explanations of texts indifferent slides of PowerPoint.

Since learning from PowerPoint slides is an innovation in teaching process and SDGs call for active participation of learners leading to understanding and transfer of knowledge, determining the perception of Basic Teachers on its' use is called for so that effective learning can take place cannot be overemphasized. This is because a teacher is supposed to be above the learner in classroom instructions since teachers are curriculum implementers and if the teachers have positive perception on the use, employing the new technology in teaching will be made manifest. When learners learn with understanding, attainment of the stated objectives of the SDGs will be made possible at least as it affects quality education.

### **Problem of the Study**

Poor performance of students in external examination due to poor teaching methods adopted by some teachers constitute worries to educators in the field (Azuka, 2013 ; Agwagah, 2007). Use of Computer in teaching have been found to be effective ( Onah,2015; Laudon and Laudon, 2001). The way basic teachers, who are grass root curriculum implementers, perceive the use of innovative method of teaching, especially use of Computer play a vital role in Nigerian society because one can only give knowledge acquired. Attainment of SDGs in education industry which desire for proper understanding and transfer of learnt contents into another field of learning by every learner is called for to prevent poor performance and promote high achievement by students and hence this study.

### **Significance of the Study**

This study will be beneficial to everyone in the field of education as a means of attaining the developmental Goals irrespective of level of education. This is because students will learn with understanding from sequentially arranged learning contents by the teachers through pictures and texts in the same slide which PowerPoint promotes and also which will enhance better understanding by learners leading to higher achievements in both internal and external examinations. Also pupils /students can transfer knowledge into another field which indicates mastery of learning contents leading to development in every area of life. Teachers and other educators will learn how best to use PowerPoint by sequentially arranging teaching contents with accompanying texts in slides.

### **Scope of the Study**

The study was carried out in Enugu State of Nigeria and use of PowerPoint as innovation in every aspect of teaching process was adopted ranging from lesson preparation, delivery and evaluation.

### **Purpose of the Study**

The main purpose of this Study is to ascertain the Perception of Enugu State Basic Teachers on use of PowerPoint as Innovation In Teaching. Specifically, the study sought to determine the perception of basic teachers on use of PowerPoint during lesson:

- 1.Preparation.
- 2.Delivery.
- 3.Evaluation of the prepared and delivered learning contents for SDGs' attainment.

### **Research Questions**

1. What is the perception of Basic Teachers on use of PowerPoint during Lesson Preparation as measured by their mean responses?
2. What is the perception of Basic Teachers on use of PowerPoint during Lesson Delivery as measured by their mean responses?
3. What is the perception of Basic Teachers on use of PowerPoint during Lesson Evaluation for SDGs' attainment as measured by their mean responses?

### **Theoretical background of this study**

This study is related to the theory propounded by Benjamin Bloom (1954) that there are six major categories of educational objectives in the following order: knowledge, comprehension, application, analysis, synthesis and evaluation. This present study is interested in sequentially arranging learning contents in MS PowerPoint from prerequisite knowledge, emphasizing the objectives to be achieved from simple to a more complex one according to Bloom. The arrangement in each slide also depends on the child's level of education. The study is equally anchored on the cognitive theory of Richard Mayer (1947) that learning becomes effective when it comes from words and pictures than words alone. Packages prepared in PowerPoint promote learning from words and pictures and as such Mayer's cognitive theory of multimedia learning is related to this present study. According to Onah(2015), MS PowerPoint learning is an example of multimedia learning because of diagrams accompanying texts in each slide. When pictures /texts and words portray the same message, better understanding of learning contents is likely going to be achieved. The

implication of this statement is that when basic teachers highly perceive the use of PowerPoint in teaching and learning process, achievement of students in both internal and external examination is expected to be high leading to development and progress which goal four of SDGs is calling for. When one wants to teach internet as interconnectivity of Computers, The person can click the click to add title and also click to add sub title in the PowerPoint slide to enter texts with accompanying diagrams. Diagrams on different subject areas like Computers Studies, Mathematics, Basic Science, Agric. Science or Technical Subjects can be inserted inside texts in the PowerPoint slides for better understanding. Some illustrations include: teaching internet with pictures of interlinked Computers; teaching triangles with diagrams of three-sided figures shown, teaching photosynthesis with pictures of green leaves shown or teaching packaging farm products with diagrams of primary and secondary packaging shown in different slides. One can use two straight woods to demonstrate the concept of orthogonal / perpendicular of the two objects with accompanying texts. This present study aims at finding out the basic teachers' perception on the above issues and the like through PowerPoint use in teaching and learning process which include lesson preparation, delivery and evaluation for SDGs' attainment.

### **Review of related empirical studies**

Many studies conducted on effect/perception of teachers on use of Computer software to enhance teaching and learning are in existence. Onah (2015) carried out a study on effect of PowerPoint on Senior Students' Achievement in Sets in Enugu State, Nigeria and found the package to have increased students' interest and promoted high achievement. Both male and female students performed highly. Onah and Agomuo (2016) researched on Level of utilization of computer aided design, instruction and learning by lecturers in the faculties of education in the Universities in Enugu State and found out that some of the lecturers utilized, but some did not utilize the computer aided packages during lesson preparation, delivery and evaluation of learning contents. Onah, Ugwuanyi, Okeke, Nworgu, Agwagah, Ugwuanyi, Obe, Nwoye & Okeke (2020) researched on evaluation of computer assisted instruction on mathematics and physics students' achievement: Implication for Industrial Technical Education. The researchers found out that computer assisted instruction significantly improved mathematics and physics students' achievement. The question now is; will the present study portray high perception? Researching on the Awareness and Perception of Educators on the use of some ICT Platforms: WhatsApp, Facebook and Zoom on dissemination of information on Covid-19 , Onah, Obe, Ozioko, Enema &





The above four-point rating scale was used in taking decision with the equivalence in Percentage (%).

## Results

### Research Question1

What is the perception of Basic Teachers on use of PowerPoint during Lesson Preparation as measured by their mean responses?

To answer this research question, the table below was generated from data collected, analysed and used as shown below:

**Table 1**

**Mean responses on perception of Basic Teachers on use of PowerPoint during Lesson Preparation.**

N	Items	MM	CM	BSM	AM	R1	R2	R3	R4
o		%	%	%	%				
1	.Creating learning materials starting with title /subtitle in testing prerequisite knowledge.	3.8 95%	3.6 90%	3.2 80%	2.8 70%	VH P	VH P	VH P	HP
2	Creating slide's learning materials sequentially, bearing Bloom's Taxonomy of educational objectives in mind.	3.6 90%	3.4 85%	2.8 70%	3.0 75%	VH P	VH P	HP	HP
3	Adding animation effects to slide(s) one by one or adding transition effects to two or more slides.	3.4 85%	3.8 95%	3.0 75%	2.6 65%	VH P	VH P	VH P	HP
4	Preparing Offline/Online packages in CDROM/ Web respectively	3.6 90%	3.8 95%	2.6 65%	3.2 80%	VH P	VH P	HP	VH P

after running slide  
 show.

Key: For **Table1** above and also for **Tables 2** and **3** below; the following key hold as guide :

VHP,HP,LP,VLP respectively stand for Very High Perception, High Perception, Low Perception, Very Low Perception. MM,CM,BSM,AM respectively stand for Mean for Mathematics, Mean for Computer Studies , Mean for Basic Science, Mean for Agriculture. with equivalent of each Mean in percentage. R1,R2,R3,R4 each stands for Remark in order of the listed basic subjects.

**Table 1** above shows Very High Perception by Mathematics and Computer Studies Teachers on use of PowerPoint during Lesson Preparation as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers however show High Perception in three items each and Very High Perception in only one item each from the four items listed for lesson Preparation. None of the four groups of basic teachers presented Low Perception during lesson Preparation.

Research Question2

What is the perception of Basic Teachers on use of PowerPoint during Lesson Delivery as measured by their mean responses?

**Table 2**

**Mean responses on perception of Basic Teachers on use of PowerPoint during Lesson Delivery.**

S/ N	Items	M M %	CM %	BS M %	AM %	R1	R2	R3	R4
5	Delivering lesson from first slide to last slide during a first presentation in a basic class.	3.8 95%	3.6 90%	2.6 65%	2.8 70%	VH P	VH P	H P	H P
6	Emphasizing mastering of slide one before proceeding to another slide that is following.	3.4 85%	3.8 95%	2.8 70%	3.0 75%	VH P	VH P	H P	H P
7	Teaching /learning each slide's object with accompanying texts.	3.2 80%	3.6 96%	3.0 75%	2.6 65%	VH P	VH P	H P	H P
8	Explaining the relationship	3.6	3.4	2.8	3.0	VH	VH	H	H

between all the slides prepared 90% 85% 70% 75% P P P P  
for one topic mentioned with first  
slide bearing title.

**Table 2** above shows Very High Perception by Mathematics and Computer Studies Teachers on use of PowerPoint during Lesson Delivery as measured by their mean responses. Mean for Basic Science and Mean for Agriculture teachers however show High Perception in the four items listed for lesson Delivery. None of the four groups of basic teachers presented Low Perception during lesson Delivery.

Research Question3

What is the perception of Basic Teachers on use of PowerPoint during Lesson Evaluation for SDGs' attainment as measured by their mean responses?

**Table 3**

**Mean responses on perception of Basic Teachers on use of PowerPoint during Lesson Evaluation.**

No	Items	MM %	CM %	BSM %	AM %	R1	R2	R3	R4
9	Evaluating the mastery of test for entering behaviour.	3.4 85%	3.6 90%	3.0 75%	2.8 70%	VHP	VHP	HP	HP
10	Asking probing questions that test objectives at both knowledge and comprehension levels.	3.2 80%	3.0 75%	2.8 70%	3.0 75%	VHP	VHP	HP	HP
11	Testing the pupils/students understanding on objectives in application and analysis.	3.8 95%	3.6 90%	3.0 75%	3.0 75%	VHP	VHP	HP	HP
12	Asking more comprehensive questions that bring concepts together in	3.6 90%	3.4 85%	2.6 65%	2.8 70%	VHP	VHP	HP	HP

form of synthesis and  
summary of evaluation.

---

**Table 3** above shows Very High Perception by Mathematics and Computer Studies Teachers on use of PowerPoint during Lesson Evaluation as measured by their mean responses. Mean for Basic Science and Mean for Agriculture teachers however show High Perception in the four items listed for Lesson Evaluation. None of the four groups of basic teachers presented Low Perception during Lesson Evaluation.

### **Discussion of Findings**

The findings presented in **Tables 1, 2** and **3** above are discussed as shown below: **Table 1** shows Very High Perception by Mathematics and Computer Studies Teachers on use of PowerPoint during Lesson Preparation as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers however show High Perception in three items each and Very High Perception in only one item each from the four items listed for lesson Preparation. None of the four groups of basic teachers presented Low Perception during lesson Preparation. This finding is similar to the study carried out by Onah, Obe, Ozioko, Enema and Ude (2020) who researched on perception of educators on use of ICT and found out that some educators perceived highly the use of some ICT platforms in dissemination of information on Covid-19 . However, some showed low perception in some items on the use of ICT platform items in the previous research. This research is also similar to Uzoechi (2006) who worked on Perception of the availability and usage of resources for Primary Science Teaching in the federal capital territory Abuja. The researcher found out that policy on the resource for teaching primary science is not adequately being implemented as schools lack both human and material resources for science teaching, resulting in the use of inappropriate method of teaching which has brought about poor achievement by pupils. The implication of this finding is that if basic teachers' perception is high and also if teachers use appropriate method of teaching, that achievement of learners will be high. This is what SDG four (4) is clamouring for, to promote attainment of quality education by learners. **Table 2** above presents Very High Perception by Mathematics and Computer Studies Teachers on use of PowerPoint during Lesson Delivery as measured by their mean responses. Mean for Basic Science and Mean for Agriculture teachers however show High Perception in all the four items listed for lesson Delivery. None of the four groups of basic teachers presented Low Perception during lesson Delivery. The finding is in line with Onah (2015) that the use of

Multimedia Projection Package like PowerPoint in teaching Set enhanced students' achievements and need to be encouraged for effective lesson delivery.

**Table 3** above shows Very High Perception by Mathematics and Computer Studies Teachers on use of PowerPoint during Lesson Evaluation as measured by their mean responses. Mean for Basic Science and Mean for Agriculture teachers however show High Perception in the four items listed for Lesson Evaluation . None of the four groups of basic teachers presented Low Perception during Lesson Evaluation. This finding is in agreement with Laudon and Laudon (2001), that in an organization like school, teachers as curriculum implementers perceive the use of Computer software and hardware as being useful in classroom processes. This is why Onah and Agomuo (2016) referred to Computer as versatile electronic device since every subject area uses it in teaching and learning. Computer is user friendly as such, every area of life need to adopt the use for effective teaching and learning process.

From all the results above, one can generally state that all the basic teachers perceived the use of PowerPoint either Very Highly or Highly for being effective in teaching and learning processes for SDGs attainment as reflected in the NPE (2013). It is interesting to observe that none of the basic teachers had Low perception on the use. These findings give hope to Enugu State citizens in particular and Nigeria at large, that all things being equal, there shall be development in education industry which SDGs is clamouring for before the deadline date of 2030. Let there be development in every sector for the 17 interlinked goals.

### **Conclusion**

Based on the findings, the researchers conclude that generally, basic teachers perceive highly the use of PowerPoint as Innovation in Teaching during Lesson Preparation, Delivery and Evaluation. The problem of mass failures may lie on implementation. Use of PowerPoint in teaching process as an innovation actually promote understanding since pictures and texts accompany most slides. This idea need to be adopted by every teacher. Also, arrangement of teaching contents bearing Bloom's Taxonomy of education objectives in mind is needed from every teacher to attain the SDGs through understanding, followed by high achievements by students in both internal and external examinations.

### **Recommendations**

The researchers from the findings recommend as follows that:

1. Annual retraining of Enugu State basic teachers through SDGs Workshops be continued and more teachers should be sent for retraining and not just 20 basic teachers sent for 2020 Workshop.
2. Teachers who have benefited from this workshop should not be nominated again but give room for others to benefit equally from the Government sponsorship.
3. Already benefited teachers should step down what they have learnt to other teachers in the various LGAs that sent them using detailed and updated manuals in the four key subjects for SDGs namely: Information and Communication Technology (ICT), Language Communication Skills (LCS), Teaching Methods and Skills (TMS) and Effective Classroom Management Skills (ECMS).
4. Every basic teacher should adopt the use of PowerPoint in classroom for better understanding of learning contents especially learning of abstract concepts in any Subject area with both diagrams and texts in each slide.
5. Bloom's taxonomy of educational objectives should be sequentially adhered to by classroom teachers for promotion of transfer of knowledge and better understanding by learners.
6. This innovation (PowerPoint use) in teaching has to be embraced by all basic teachers as it will definitely lead to understanding, followed by high achievement by pupils/students which will in turn lead to development.
7. Government in all the three tiers of education (primary, secondary and tertiary) levels should collaborate in sponsorship of teachers with school authorities in this regard for effective teaching and learning in all levels of education for SDGs' Attainment.

## References

- Agwagah, U.N.V. ( 2007). Aesthetic values of Mathematics. Journal of Mathematical Association of Nigeria (MAN) , 32 (1), 8-11.
- Azare, G.D. (2016). NTI Director and Chief Executive's forward on Information and Communication Technology Module for retraining of 2016 Basic Teachers. FME/NTI Kaduna, Sustainable Developmental Goals (SDGs) Project.
- Azuka, B.F. (2013). Attitude of Secondary Schools' Mathematics' Teachers towards the teaching of Mathematics in Nigeria. Journal of Mathematical Science Education, 2(1), 181-182.

IGWEBUIKE: An African Journal of Arts and Humanities. Vol. 7. No. 4. (2021)  
ISSN: 2488- 9210 (Print) 2504-9038 (Online)  
Department of Philosophy and Religious Studies, Tansian University, Umunya

Bloom, B.S.(1954). Taxonomy of educational objectives -Classification of Educational Goals. Retrieved from the Net on April 28, 2021 from Google Books.

Laudon, K.C. and Laudon, J. P.(2001). Essentials of management Information Systems, Organization and Technology in the Networked Enterprise (4 ed.). Prentice Hall Inc. Upper Saddle River, New Jersey.

Longman (2021). Online dictionary on meaning of perception retrieved from the Net on 7<sup>th</sup> April, 2021.

Mayer R. (1947). Theory of Multimedia Learning -PowerPoint. Retrieved from the Net on 24<sup>th</sup> March, 2021 from [www.mheducation.ca](http://www.mheducation.ca) > Blog

Nkadi, O.(2017). Key Note Address at GO University Enugu, Nigeria during the Faculty of Education international conference on Innovative methods of teaching, held in October, 2017 in the school.

NPE (2013). National Policy on Education by the Federal Ministry of Education 2013.

NTI (2018). Information and Communication Technology Module for retraining of 2018 Basic Teachers. FME/NTI Kaduna, Sustainable Developmental Goals (SDGs) Project.

NTI (2020). Information and Communication Technology Module for retraining of 2020 Basic Teachers in Jan.2021 in every state of the Federation. FME/NTI Kaduna, Sustainable Developmental Goals (SDGs) Project.

Onah,E.N. (2015). Effect of Multimedia Projection on senior secondary students' academic achievement and interest in Sets in Enugu State, Nigeria. A Ph.D Thesis presented to the Department of Science Education, Faculty of Education, University of Nigeria Nsukka.

Onah E.N. & Agomuo E.E. (2016). Level of utilization of Computer Aided Design, Instruction and Learning by Computer Education Lecturers and Technical Instructors in the Colleges of Education in South East Nigeria. Journal of Technical Vocational Education and Research Vol. 1(2), 90-100.



IGWEBUIKE: An African Journal of Arts and Humanities. Vol. 7. No. 4. (2021)  
ISSN: 2488- 9210 (Print) 2504-9038 (Online)  
Department of Philosophy and Religious Studies, Tansian University, Umunya

- Onah, E.N. & Onyebuchi G.U. (2018). Developing Positive Leadership of the 21<sup>st</sup> Century Nigerian Secondary School Students through ICT and Library Programme. *Emerging Issues in Science and Vocational Education*, edited by Agwagah, U.. Department of Science and Vocational Education, GO University, Enugu, Pp 215- 231, ISBN: 978-2473-32-4
- Onah EN., Ude V.C and Obe P.I. (2017). Level of utilization of e-learning in teaching and learning of selected programmes in Universities in Enugu State, Nigeria, *International Journal of Education A Publication of the Faculty of Education Godfrey-Okoye University Enigu Vol.2(2)*, 247-262. ISBN:978-036-364-5
- Onah, E.N., Ugwuanyi CS, Okeke C.L., Nworgu, B.G., Agwagah, U.N.V., Ugwuanyi C.C., Obe, P.I., Nwoye, M.N. & Okeke, A.O. (2021). Evaluation of the Impact of Computer-Assisted Instruction on Mathematics and Physics Students' Achievement: Implication for Industrial Technical Education. *International Journal of Research and Technology*. ISSN 0974-3154 Vol 13 (7) 2020, Pp 1786-1794.
- Onah, E.N., Obe, P.I., Oziko, A.N., Enema F.E. & Ude V.C. (2021). Awareness and perception of educators in Enugu zone on the use of some ICT platforms : WhatsApp, Facebook and Zoom in dissemination of information on COVID-19. 17th Sept 2020. First published in 2021. A publication of the association for the promotion of African studies Pp 1-16. ISBN : 978-978-988-731-6
- UNESCO (2015). The 17 interlinked goals of the SDGs. *Information and Communication Technology Module for retraining of 2016 Nigerian Basic Teachers*. FME/NTI Kaduna, Sustainable Developmental Goals (SDGs) Project.
- Uzoечи, B.C. (2006). Teachers' Perception of the availability and usage of resources for primary science teaching in the federal capital territory (FCT), Abuja. *Resources for Science, Technology and Mathematics (STM) Education*. Proceeding of the 47th Annual STAN conference, editor Nzewi, U. Pp 310-318. ISBN: 978-37639-7-0.