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RESEARCH ARTICLE

Factors Affecting Creativity and Innovation in Teaching and Learning Methods for Enhanced Academic Achievement in Nyamagana District, Mwanza Tanzania

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ABSTRACT

This study explores the promotion of creativity and innovation in teaching methods to enhance academic achievement in Nyamagana District, Mwanza, Tanzania. The research aimed to examine the factors that affect the implementation of creative teaching approaches. Using a mixed-methods approach and exploratory research design, the study involved 124 participants, including 113 public primary school teachers, eight head teachers, and two Ward Education Officers (WEOs). Data were collected through questionnaires and interviews, with a pilot study conducted to test the validity and reliability of the research instruments. Thematic analysis was used for qualitative data, and descriptive statistics were applied to quantitative data using SPSS version 29. Findings revealed that several challenges impede the effective use of creativity and innovation in teaching, including limited teaching time, teachers' lack of competence in applying creative methods, insufficient professional development opportunities, overcrowded classrooms, and inadequate teaching resources and physical facilities. Additionally, the absence of support from school administration, poor relationships between parents and teachers, and parental resistance negatively impact teachers' ability to implement creative strategies. The study concludes that promoting creativity and innovation in teaching is vital for improving academic achievement. It recommends that the government and educational authorities prioritize teacher training, offer continuous professional development, and improve school infrastructure and teaching resources to facilitate the integration of creative teaching methods in schools.

Keywords: Promotion; creativity; innovation; teaching methods; enhance; academic achievement

INTRODUCTION

Creativity and innovation in teaching methods are fundamental for improving both teaching and learning processes, as they represent a transformative shift in how education is delivered and experienced. These innovative teaching approaches are essential for fostering student engagement and improving academic achievement (Kahramonovna, 2021). In today's rapidly evolving world, education plays a critical role in

preparing individuals to become more globally aware and adaptable (Karimova et al., 2022). Many countries, since the mid-nineteenth century, have placed significant emphasis on creative and innovative teaching methods as essential components of their educational reforms (Ahmad & Shaheen, 2011; Deboer, 2006).

For example, in the United States, the role of innovators within the teaching profession involves continuously

adopting new instructional approaches to meet the evolving needs of the education system in response to technological changes (Stevens, 2004). This drive for innovation has contributed to the introduction of new educational frameworks, such as Competence-Based Education, which focuses on improving student performance through the development of competencies and skills necessary for students to fulfill their roles and responsibilities more efficiently (Açıkgöz & Babadoğan, 2021). In China, creativity in teaching has been embedded in educational reforms starting from early childhood education and extending through to the university level, with particular emphasis on creativity within the national curriculum since the 21st century (Chien et al., 2010). The Chinese education system has promoted self-expression, assertiveness, questioning, and rule-breaking, behaviours that were previously seen as misbehaviour, as part of efforts to develop creative and independent learners (Guo et al., 2020). In Africa, the introduction of creativity and innovation in teaching has largely been driven by international donors, who have supported teacher development programs to address the challenges faced by low-income countries (Hassler, 2018). For example, in Nigeria, a cluster system for teachers' professional development has been implemented to improve classroom teaching and, by extension, academic outcomes (Ajani & Govender, 2018). The importance of creativity and innovation in education is underscored by the rapid social, economic, and technological changes taking place in society, which require teachers to adopt new teaching strategies that foster critical thinking, creativity, and problem-solving among students (Steyn, 2018). By applying creative approaches, teachers can design classroom activities that motivate students to learn, develop skills, and explore new concepts, ultimately enhancing academic performance. Many sub-Saharan African countries, including Ghana, have reformed their education systems to better meet global demands by equipping teachers with the skills needed to implement new pedagogical approaches (Marcos et al., 2020). In Ghana, for instance, the National Advisory Committee for Creative and Cultural Education (NACCCE) has promoted creativity as an integral aspect of education, particularly in the curriculum reforms of 2007, which introduced subjects such as Creative Arts and Basic Design and Technology in primary and junior high school curricula to foster creativity and improve academic outcomes (Adom et al., 2021). Innovative teaching methods are

characterized by the use of new technologies, strategies, and tools to engage learners in meaningful and interactive learning experiences (Hansen, 2005). Creativity in teaching allows educators to address both the subject matter and the needs of their students simultaneously, promoting a more holistic learning experience (Shuhratorch, 2020).

According to Tang (2017), creativity and innovation are intertwined concepts that support each other in fostering academic success. The application of innovative and creative methods encourages teachers to take on greater responsibility and adopt more engaging teaching practices that lead to improved learning outcomes (Shuhratorch, 2020). The use of interactive and engaging learning activities, both inside and outside of the classroom, shifts the traditional role of the learner, encouraging active participation and deeper understanding (Nemec et al., 2017). Implementing innovative teaching methods often involves combining effective pedagogical strategies with the appropriate tools—such as computers, projectors, audio-visual aids, and other educational resources—that enhance students' learning experiences and contribute to positive academic outcomes. Sharma (2017) emphasizes that creativity and innovation in teaching methods foster active learning, collaboration, and the use of technology, allowing for flexibility in addressing individual student needs. This adaptability helps create learning environments that nurture critical thinking and prepare students for the complexities of a globalized world (Karimova et al., 2022).

In Tanzania, the Ministry of Education, Science, and Technology has promoted a student-centered approach to teaching that encourages creativity and innovation in the learning process (Iddy & Chimwaga, 2017). The most recent primary education curriculum revision, implemented in 2019, emphasizes the role of teachers in equipping students with the skills and knowledge required to thrive in a competitive world and contribute to the development of Tanzania as it seeks to transition to an industrial economy (TIE, 2019). This curriculum aligns with the Tanzania Development Vision 2025, which advocates for the development of 21st-century skills such as critical thinking, creativity, problem-solving, communication, collaboration, and independent work, all of which are essential for success in a globalized world.

However, despite the emphasis on creativity and innovation in teaching, many teachers in Nyamagana

district continue to use outdated, non-participatory teaching methods that fail to meet the requirements of the Tanzania Development Vision (TDV) 2025 (Komba & Mwandanji, 2015). Given the evolving needs of students in Nyamagana's primary schools, it is essential for teachers to implement a competence-based curriculum that integrates practical approaches that encourage creativity and innovation. Cooperative learning, which fosters collaboration among students and between teachers and students, is crucial for promoting creativity and academic success (Paschal et al., 2020). This analysis underscores the need to further investigate the factors that affect the application of creativity and innovation in teaching methods, as these approaches are critical for enhancing academic achievement in public primary schools. By addressing these challenges, the education system in Nyamagana district can better prepare students to meet the demands of secondary education and beyond. Thus, this study sought to examine the factors that impact the use of creative and innovative teaching methods in enhancing academic achievement in Nyamagana district.

LITERATURE REVIEW

A body of knowledge reveals that there are factors which affect the effective use of creativity and innovation in methods of teaching and learning. According to Huang et al. (2020) in his study in Taiwan, time limit is among the factors that hinder teachers from using creativity and innovation in teaching methods. Since the methods have multiple strategies like observation, correlation and compartmentalization, the shortage of time denies teachers the opportunity to effectively employ creativity and innovation in teaching. This limits the ability of learners to learn effectively. For example, in Tanzanian primary schools a period carries 40 minutes which may be a short time for employing various competence-based methods and techniques in teaching-learning process. Nevertheless, if well planned to suit the age and ability of pupils, the 40 minutes time allocated for a single period for primary school pupils is enough. Teachers should therefore plan their lessons before entering classrooms for teaching. Again, empirical studies have shown the challenge of measuring and evaluating creativity as one of the factors that impede teachers from effective use of creativity and innovation in their methods of teaching. The study conducted by Lucchiari et al. (2019) on a pilot educational project in a primary school in Italy, came up

with the challenge of how to measure creativity in learners, how to assess and how to evaluate it. This was due to its multifaceted context compared to the learning environment, especially in schools from developing countries that are still suffering from creating school environments and learning environments that support the learning process. As support to this empirical study, Marcos et al. (2020) state that creativity is complex to measure because it is a cognitive process.

Despite the complexity of measuring creativity, it can be used in a variety of teaching methods to enhance learning and academic achievement. Therefore, what is important is the application of creativity and innovation in teaching methods and not measuring it. Oke et al. (2020) in a study exploring the perceptions of the education sector on the 4th Industrial Revolution (4IR) in South Africa, indicated still another challenging factor that teachers in Africa lack competence in how to apply creative and innovative teaching methods to meet the demands of the country. Teachers cannot be creative and innovative in applying technology in teaching due to the inadequacy of full digital tools (Munje & Jita, 2020). The integration of new technology in teaching and learning is still a challenge in many countries.

Nevertheless, in Tanzania the government is trying its best to train teachers and procure technological instruments to some of the schools. Therefore, teachers can apply technology in teaching to a certain level. Additionally, creativity and innovation in teaching methods does not depend on technology only, teachers can apply creativity and innovation using various tools available in their environment.

Further, other empirical studies have indicated large class sizes, lack of resources and heavy workload to be factors that affect teachers in using creativity and innovation in their teaching methods. Amegbanu and Mpuangnan (2023) in their study to investigate factors affecting the teaching of creativity in Colleges of Education (CoE) in Ghana, indicated various factors which affected teaching creativity including large class sizes, lack of resources, heavy workload, inadequacy of teachers and lack of in-service training. These factors hinder teachers from creative thinking, leading to their inability to employ creativity and innovation in their teaching methods. However, effective and committed teachers can employ creativity and innovation in their teaching methods even by improving the way they teach and using simple tools obtained in their environment to ensure that they actively involve pupils

in the teaching and learning process.

Assey and Babyegeya (2022) in their study focusing on the challenges facing effective teaching, learning and assessment in community-based secondary schools in the Tabora region, Tanzania, revealed some factors affecting effective teaching. These factors include poor teaching and learning environment, poor engagement of parents in their children's education, shortage of teachers, poor managerial skills and lack of in-service training. These factors can reduce the ability of teachers to apply creativity and innovation in teaching methods as a result of despair, incompetence and absence of resources for employing in teaching and learning. However, where the management is well-skilled, some of the challenges can be reduced, for example engagement of parents, and the shortage of teachers resulting in improved teacher teaching using creativity and innovation.

RESEARCH METHODOLOGY

The study adapted a mixed methods approach and an exploratory sequential research design. The sample size comprised 124 respondents. Stratified and simple random sampling were used in selecting public primary school teachers, while purposive sampling was used in selecting eight (8) head teachers, two (2) WEOs and one (1) DEO. Data were collected using questionnaires for public primary school teachers and interviews guides for head teachers, WEOs and the DEO. To ensure validity and reliability of the research instruments, the study employed content validity and a test-retest reliability procedure respectively. Data for qualitative findings were analysed thematically by sorting out similar patterns in the participants' responses based on the research objectives and research questions and grouping them in thematic headings. Data from quantitative findings were analysed using descriptive statistics first by converting data into numeric format before coding them into

schemes. Then, all data were entered into Statistical Package for Social Sciences (SPSS) to compute numerical data into frequency distribution, percentages and tables to present the overall picture of the responses. Then correlation coefficient (0.80) for two sets of score were calculated using Pearson square formula. The requirements and directives on ethical considerations were adhered. To avoid plagiarism, acknowledgement of all sources used in this study was done properly with adherence to APA 7th edition.

FINDINGS AND DISCUSSIONS

The findings and discussion are presented descriptively and supplemented by thematically representation according to the research objective which guided this study.

Factors that Affect Creativity and Innovation in Teaching-Learning Methods to Enhance Academic Achievement Public Primary Schools in Nyamagana District

The study searched for examining the factors that affect the use of creativity and innovation in teaching and learning methods to enhance academic achievement in public primary schools in Nyamagana district. In order to secure information for this study objective, the 113 respondents were requested to make responses to the statements given in a table as propositions for the factors that affect the use of creativity and innovation in teaching and learning methods using a five-point Likert scale. The scale ranged from Strongly Disagree (SD)-(1), Disagree (D)-(2), Not Sure (NS)-(3), Agree (A)-(4), Strongly Agree (SA)-(5). The statements provided for respondents to make responses on are insufficiency of time for teaching, teachers lack the competence to apply creativity and innovation, lack of capacity building for teachers, congestion of pupils in classrooms, insufficiency of teaching-learning resources and shortage of physical facilities. Table 1 below indicates their responses:

Table 1. Teachers' Responses on Factors that affect the use of creativity and innovation in teaching-learning methods.

Factors	SD	D	U	A	SA
Insufficiency of time for teaching	16 (14.2)	9 (8.0)	5 (4.4)	31 (27.4)	52 (46.0)
Teachers lack the competence to apply creativity and innovation	16 (14.2)	14 (12.4)	12 (10.6)	40 (35.4)	31 (27.4)
Lack of capacity building for teachers	5 (4.4)	6 (5.3)	12 (10.6)	49 (43.4)	41 (36.3)
Congestion of pupils in classrooms	0 0	4 (3.5)	0 0	24 (21.2)	85 (75.2)
Insufficiency of teaching-learning resources	0 0	3(2.7)	0 0	26 (23.0)	84 (74.3)

Shortage of physical facilities	4 (3.5)	4 (3.5)	0 0	29 (25.7)	76 (67.3)
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Source: Field Data (2024)

Results from Table 1 above show that the 113 teachers took receipt of all the proposed statements as factors that affected the use of creativity and innovation in teaching-learning methods to enhance academic achievement in public primary schools. Based on the results, teacher respondents agreed that they were affected by insufficiency of time for teaching (Agree = 27.4 percent, Strongly Agree = 46.0 percent). This indicates that respondents said that one of the factors affecting the use of creativity and innovation in teaching methods is the inadequacy of time set for a lesson which is 40 minutes for primary schools. This agrees with Huang et al. (2020) who unveils that time limit is a challenge teachers encounter in using creativity and innovation in teaching methods. This is because the methods for teaching have multiple strategies like observation, correlation and compartmentalization. The shortage of time limits teachers from the effective application of creativity and innovation and therefore limiting the ability of learners to learn effectively.

During interview sessions, when asked on whether the time for classroom teaching had any effect on the use of creativity and innovation in the teaching methods, respondents supported the numerical data. When interviewed, one head teacher was quoted saying:

Creativity and innovation in teaching methods directs teachers to teach using competence-based approach which requires teachers to involve a substantial number of pupils in the classroom in the lesson by giving them the opportunity to do various activities. For example, the teacher may allow pupils to role play, discuss or do hands-on activities in the process of teaching and learning. As such, it is not easy to teach that way in a period of forty (40) minutes. It is a big challenge for teachers who are not able to effectively involve majority of the learners in a forty-minute lesson (HT8: July 2024).

This quotation means that the forty (40) minutes lesson directed by the curriculum for primary school education are not enough for teaching using creativity and innovative strategies. This is because creative and innovative methods of teaching require pupils to be actively and fully involved in the lesson by participating in various activities. Freundl and Wedel (2022) concur with these findings and opine that, on one hand, a

teacher needs more instructional time in order to cover more material, analyse and discuss and sometimes getting time for asking and answering pupils' questions although on the other hand the lesson may seem boring depending on the way the teacher presents his/her lesson. Moreover, one WEO also had the following to say:

The use of creativity and innovation in teaching methods in primary schools is affected by the insufficiency of time. Being creative and innovative means thinking on procedures which attract majority of the pupils to be actively involved in the lesson. This needs the use of a variety of teaching aids and methods in a competence-based lesson. Therefore, a lesson of forty minutes is not sufficient and therefore affects teachers' teaching (WEO2: July 2024).

The above quotation approves the view that insufficiency of time is a factor that affects the use of creativity and innovation in teaching methods. Similarly, Rivkin and Schiman (2013) on their side argued that more time on task rises productivity and add that additional time provides teachers with the opportunity to cover more material and survey the topic in question exhaustively and in detail. This implies less time leads to insufficient coverage or examining the topic taught superficially. In another language we can say that these support the argument that insufficiency of time affects the use of creativity and innovation in teaching methods as it does not allow teachers to survey the topics exhaustively using appropriate teaching methods.

Another factor that identified was teachers' lack of competence to apply creativity and innovation (Agree = 5.4 percent, Strongly Agree = 27.4 percent). This indicates that the 113 teacher respondents showed that teachers could not apply creativity and innovation appropriately in their teaching methods. Those respondents showed that the reason for teachers' failure to apply creativity and innovation in their teaching methods was the lack of competence, either due to lack of training or inadequate training on using creativity and innovation effectively on their teaching methods. During the interview sessions, the respondents also supported the quantitative information given above. During the interview, one head teacher had the following opinions to say:

The application of creativity and innovation in

teaching and learning methods is affected by teachers' lack of competence. Majority of the teachers lack the necessary competencies to use creativity and innovation in teaching. As a result, they are unable to enhance academic achievement among pupils (HT1: July 2024).

This shows that majority of the respondents do not have the competences to teach using creativity and innovative methods. It exposes that a significant number of teachers had limited competencies, for example in teaching using competence-based methods. This is caused by a lack of training and or absence of professional training. This finding concurs with that of Oke et al. (2020) who unveils that teachers in Africa lack competence in how to apply creative and innovative teaching methods to meet the demands of the country. On the other hand, the DEO had the following views concerning teachers' lack of competence in applying creativity and innovation in their teaching methods:

The use of creativity and innovation in teaching methods involves the use of technology in teaching where pupils get the opportunity to manipulate things like computers. This is a challenge because most of the teachers have not enough competence to use technology in teaching. Moreover, most of the public primary schools do not have technological tools for use in teaching. This causes the government not to see the necessity of providing teachers with enough training on using technology in teaching (DEO: July 2024).

This implies that most of the teachers in public primary schools are unable to use modern technology in teaching, which could simplify their creativity and innovation in teaching methods. This aligns with Munje and Jita (2020) who reported that teachers cannot be creative and innovative in applying technology in teaching due to the inadequacy of full digital tools. This implies that the integration of new technology in teaching and learning is still a challenge in many countries, schools and classrooms. This is also in harmony with Ocak and Karafil (2021) who commented that teachers have limited training to be able to effectively integrate technology in their lessons.

Moreover, lack of capacity building for teachers was also identified as a factor that affects teachers' creativity and innovation in teaching (Agree = 43.4 percent, Strongly Agree = 36.3 percent). This implies that teachers' knowledge and skills are not upgraded

through provision of in-service training or professional development. This causes teachers to lack the requisite knowledge and skills for using creativity and innovation in their teaching methods. The interviewees also mentioned limited capacity building for a couple of years to affect their teaching, as one head teacher lamented:

There have been several changes to the curriculum, but no consideration is given to retraining teachers to enable them to cater for the changes. Professional development has been provided but to some groups like English or science teachers. Even in those groups, not all teachers attend the training or capacity building. You can find one teacher asked to attend in a school let's say with three teachers of the subject for which capacity building is run. As a result, majority of the teachers remain without training which hinders them from teaching according to the requirement of the curriculum (HT5: July 2024).

This implies that capacity building is provided but to only a few teachers while the majority remain without such training for a couple of years. This reduces and deny them an opportunity to implement the requirements of curriculum innovations during teaching and learning. Such findings are in harmony with Assey and Babyegeya (2022) who pointed out lack of in-service training to be one of the factors affecting creativity and innovation in teaching. Inadequate professional development opportunities limit teachers' capabilities and confidences in necessary knowledge and skills required for teaching. Such limitation is contrary to the propositions of Abubakari (2020) who assert that professional development (PD) gives teachers the ability to implement the required changes in teaching so that they can effectively provide education to their pupils. PD is realised through three areas; improving the knowledge and skills of teachers, helping teachers to develop effective knowledge and skills which build up their teaching and enabling teachers to present effective instruction which leads to pupils' academic achievement. Thus, teachers who miss PD are unable to teach effectively, are not creative and innovative enough in teaching methods resulting in pupils' unsatisfactory academic achievement.

Congestion of pupils in the classroom (Agree = 21.2 percent, Strongly Agree = 75.2 percent) was also pointed by teacher to affect their ability to use creativity and innovation in their teaching methods. It was indicated that, in congested classes teachers were not

able to involve and serve all pupils in the classroom in the lesson. Thus, due to congestion of pupils in the classrooms, teachers could not use competence-based teaching effectively. During interview sessions, another WEO had this to say:

The application of creativity and innovative methods in teaching needs the use of competence-based teaching and learning where pupils get the opportunity to engage in the lesson actively. This is not easy to implement in our classrooms because of the congestion of pupils in classrooms. How can you teach by giving majority of the pupils the opportunity to do activities in the lesson in a class of ninety or more pupils within a period of forty minutes? It is impossible (WEO2: July 2024).

This indicates that, congestion of pupils in the classroom hinders teachers to effectively applying their creativity and innovative skills and teaching methods. This challenge, also influenced by inadequacy of time, which makes it impossible to get involved in the lesson within forty minutes for all or majority of the pupils in a large class with ninety or more pupils. This concurs with Amegbanu and Mpuangnan (2023) who mentioned, among other factors, large class sizes as a factor affecting creativity teaching. On the same factor, another WEO was quoted saying:

It is clear that teachers face many challenges like absence of desks which cause some of the pupils to sit on the floor, congestion of pupils in classrooms, absence of teaching materials and aids, even books are not sufficient. Not only that but also the incompetence of teachers and absence of technology which could simplify the teaching activity in general. Teachers have no requisite skills to effectively use competence-based techniques in teaching. Some just neglect fearing not cover syllabuses on time (WEO3: July 2024).

This means that overcrowded classes obstruct the effective use of creativity and innovative teaching methods for enhanced pupils' academic performance. Provided that, teachers face shortage of time to attend individual learners. This agrees with Huang et al. (2020) who studied the application of digital escape rooms infused with science teaching in elementary schools in Taiwan. Their study reported that overcrowded classes require ample time although in practice time is limited as a challenge facing teachers to deliver their creativity

and innovations through observation, collaborative, correlation and compartmentalization methods of teaching. The shortage of time denies teachers' flexibility. The same is evidenced in Tanzanian primary schools where a period carries 40 minutes which may be too short in employing various competence-based methods and techniques in teaching-learning process especially in large sized classes with over 100 students. Additionally, the respondents mentioned the shortage of teaching-learning resources (Agree = 23.0 percent, Strongly Agree = 74.3 percent). This indicates that a significant number of the respondents said that the shortage of teaching-learning resources like textbooks limited the ability of teachers to use creativity and innovation in teaching methods. The shortage of textbooks, for example, caused pupils to miss the opportunity to interact with books, hence developing limited knowledge and minimum participation in the lesson. Interview responses also evidenced a substantial number of schools having shortage of teaching-learning resources, specifically, textbooks and teaching aids. During the interview sessions, one of the heads of schools was quoted saying:

Shortage of teaching and learning resources is a problem to teaching and learning. Teachers do not involve pupils in the lesson effectively where teaching-learning resources are scarce. Books, for example limit pupils from getting knowledge they could use to participate in the lesson in the classroom (HT4: July 2024).

This quotation supports the quantitative findings on how shortage of teaching-learning resources limits teachers' ability to use creativity and innovation in their teaching methods. These findings agree with Kuria and Nyabisi, (2017) who noted that effective teaching depends on the adequate accessibility of teaching and learning resources. Likewise, Mang'uu et al. (2021) argues that laptops and textbooks are crucial in the teaching-learning process that can affect teachers' performance either positively or negatively. Moreover, Okongo et al. (2015) comment that satisfactoriness of teaching and learning materials decides the efficiency of the education system. Teaching and learning materials are essential instruments for effective teaching and learning. The absence or shortage of teaching and learning materials make teachers handle subjects in an abstract way, displaying them as dry and not exciting. A lesson which is non-exciting to pupils causes pupils to be dull, not active in the teaching and learning process and hence ineffective teaching and learning.

Lastly, shortage of physical facilities affects the use of creativity and innovation in teaching methods negatively (Agree = 25.7 percent, Strongly Agree = 67.3 percent). This means that inadequate physical facilities like classrooms and libraries hinder teachers' creativity and effective application of innovative in teaching methods. From the same viewpoint, during interview head teacher in school 6 exposed that:

Shortage of physical facilities, especially classrooms, do hinder effective provision of education to pupils. It denies teachers the ability to use creative and innovative teaching methods which allow involvement of majority of pupils in the lesson, pay attention to individual pupils during teaching and learning and even controlling classroom management during teaching and learning (HT6: July 2024).

From the quotation it is exposed that, shortage of physical facilities limits teachers' innovative minds and practices in controlling classroom discipline, serving individual pupils and providing enough activities and feedback to individual students. This agrees with Liman et al. (2023) who reported that overcrowded classrooms deny teachers the ability to pay attention to every individual pupil hence difficulty in executing continuous assessment.

CONCLUSION

Based on the findings of this study, it can be concluded that several factors significantly hinder the effective use of creativity and innovation in teaching methods, which subsequently results in unsatisfactory academic achievement. A key factor identified is the insufficiency of time allocated for classroom teaching, which limits teachers' ability to implement participatory teaching techniques effectively. The limited time available prevents teachers from engaging students fully in the learning process and from utilizing innovative methods that foster deeper understanding and critical thinking. Furthermore, teachers' lack of competence in applying creative and innovative approaches to teaching is a significant constraint. This deficiency is often a result of inadequate professional development opportunities, which restrict teachers' ability to enhance their teaching methods and adapt to evolving pedagogical demands. Teachers who lack professional development tend to become professionally stagnant, relying on traditional methods that fail to meet the needs of their students in an increasingly dynamic educational landscape. Additionally, overcrowded classrooms pose another

considerable challenge, as teachers struggle to provide individualized attention to each pupil. The inability to manage large groups of students effectively leads to delayed feedback, insufficient learning activities, and inadequate assessments, all of which negatively affect student learning outcomes. Moreover, the scarcity of essential teaching and learning resources, including textbooks, physical facilities such as classrooms and desks, and libraries, exacerbates the problem. The shortage of classrooms results in overcrowding, making it difficult for teachers to maintain discipline and foster a conducive learning environment. The lack of basic infrastructure and furniture, such as desks, forces some students to sit on the floor, leading to dissatisfaction and disengagement. Such poor learning conditions are linked to higher rates of truancy and limited classroom participation, which, in turn, contribute to poor academic performance.

In light of these conclusions, it is recommended that the Ministry of Education, policymakers, and curriculum developers collaborate to design and implement professional development courses aimed at enhancing teachers' knowledge and skills in creative and innovative teaching methods. School owners, education officers, and head teachers should work together to provide continuous capacity-building opportunities for teachers to keep them up-to-date with modern teaching techniques. Furthermore, it is crucial that all relevant educational stakeholders work to improve the availability of teaching resources and physical infrastructure. This would help create an environment that supports creativity and innovation, thus enhancing student participation and ultimately improving academic performance.

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