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**Elizabeth, Uchenna Okafor**  
Department of Educational  
Management, University of  
Port Harcourt, Port Harcourt,  
Nigeria

**C. Amini-Philips**  
Department of Educational  
Management, University of  
Port Harcourt, Port Harcourt,  
Nigeria

## Stakeholders' Participation in Sensitization and Capacity Building for the Attainment of Sustainable Development Goals of Universal Basic Education in Rivers State

**Elizabeth, Uchenna Okafor, C. Amini-Philips**

### Abstract

The study examined stakeholders' participation in sensitization and capacity building for the attainment of sustainable development goals of Universal Basic Education in Rivers State. Two objectives, research questions and hypotheses guided the study. The study adopted descriptive survey design. The population of the study comprised 29,937 junior secondary schools (UBE) stakeholders in Rivers State of which 3,122 stakeholders were sampled. The stratified sampling technique was adopted. A 10-item questionnaire titled "Stakeholders Participation in sensitization and capacity building for the attainment of sustainable development goals questionnaire." (SPSCBASGQ) was used to collect data. The research instrument was properly validated by three experts in measurement and evaluation, Department of Psychology, Guidance and Counseling, Faculty of Education, University of Port Harcourt. Cronbach Alpha statistics was utilized to determine reliability of questionnaire. Mean and standard deviation were used to answer the research questions while the z-test was used to test the hypotheses at 0.05 level of significance. The findings showed that stakeholders participated to a low extent in the area of sensitization and capacity building. The study concluded that stakeholders' participation in attaining sustainable development goals of UBE in Rivers State is low. It was recommended that: the mass media should educate and inform all stakeholders about the importance of total involvement in implementing UBE for achieving sustainable development, parents and well-meaning individuals in every community should pull their resources together and contribute their financial quota towards capacity building for teachers. Government should provide adequate infrastructural facilities and motivate teachers appropriately so that they will be happy to carry out their duties daily.

**Keywords:** Stakeholders, Participation, Sensitization, Capacity Building, Sustainable Development goals, Universal basic education

### Introduction

Education being an effective weapon, is very useful for the growth of any given society and also individuals in particular. It is a vital tool needed for development. Development is simply the advancement in quality and quantity of life which provides comfort for everyone. Education empowers the public to attain a high level of comfort. Thus, when the level of education acquired makes maximum impact over time, then such a development is said to be sustainable. International Institute of Sustainable Development (2013) pointed out that sustainable development is development that strikes a balance between present and future needs of people living in an environment. This sustainable development is achievable when the entire populace is properly educated through an encompassing education like the UBE. The place of UBE as a medium for achieving sustainable development depends on the active desire and participation of every stakeholder to attain this end. All educational stakeholders have their expectations as well as roles in implementing UBE programmes. The expectations of stakeholders differ depending on each of their perceived benefits from UBE programme. Yamma and Izom (2018) revealed that if UBE programme must succeed, all stakeholders which include students, parents, government, teachers, and Principals must play their role

### Correspondence:

**Elizabeth, Uchenna Okafor**  
Department of Educational  
Management, University of  
Port Harcourt, Port Harcourt,  
Nigeria

effectively. The Community must also make their contributions so that UBE programmes can succeed. For the Scheme to fail or succeed, it depends actively on the roles played by the stakeholders.

The Nigerian government at the federal, state and also local level has aligned with governments of other developed countries that believe that the UBE is needed for the nation to achieve recent sustainable development goals. These goals were carefully designed to contribute to development of individuals and societies and also to assist in the emancipation of individuals and the entire society from a state of underdevelopment. It is vital that all hands must be on deck especially stakeholders, to ensure the UBE achieves these important developmental goals.

### Statement of the Problem

In its entirety, education is a tool needed for both societal and personal development. The UBE programme is designed to save our education from rot and decay. The programme received wide spread acceptance when it was introduced because diverse stakeholders viewed this programme as that which was intended to meet educational needs of Nigeria. The programme was formulated in good faith. However, many years after UBE was introduced, it seems to have recorded very little achievement. The UBE without doubt has much to contribute to the sustenance of development in the state and nation at large. The SDGs outlined by United Nations seem unattainable except a good and functional education programme is put in place. Besides, it appears that the SDGs might not be achieved without adequate participation of all stakeholders to strengthen UBE programme for the achievement of sustainable development goals. Hence, it is needful to investigate stakeholder's participation in sensitization and capacity building for the attainment of sustainable development goals in Rivers State.

### Aim and Objectives of the Study

The aim of the study was to examine stakeholders' participation in sensitization and capacity building for the attainment of sustainable development goals of Universal Basic Education in Rivers State. Specifically, the study sought to:

1. Determine the extent to which stakeholders participate in sensitization for the attainment of sustainable development goals of UBE in Rivers State.
2. Find out the extent to which stakeholders participate in capacity building for teachers for the attainment of sustainable development goals of UBE in Rivers State.

### Research Questions

1. What is the extent to which stakeholders participate in sensitization for the attainment of sustainable development goals of UBE in Rivers State?
2. What is the extent to which stakeholders participate in capacity building for teachers for the attainment of sustainable development goals of Universal Basic Education in Rivers State?

### Hypotheses

1. There is no significant difference between the mean opinion scores of stakeholders on the extent to which they participate in sensitization for the attainment of sustainable development goals of UBE in Rivers State.

2. There is no significant difference between the mean opinions scores of stakeholders on the extent to which they participate in capacity building for teachers in attaining sustainable development goals of UBE in Rivers State.

### Conceptual Review

#### Sensitization of Stakeholders for the Attainment of Sustainable Development Goals of Universal Basic Education

The achievement of the sustainable development goals of the UBE starts with the students at the heart of any planning that will take place at this level of education. This is because the students in this case are the change agents that are expected to be transformed so that they can in turn work towards the actualization of these goals. However, the students have little or nothing to contribute about an educational programme that they have heard nothing about. Students no doubt constitute the major beneficiaries of the UBE scheme in any society.

Educational stakeholders around the school environment such as members of the community have roles to play to sensitize the citizens about the UBE scheme and mobilize them for enrollment. This will help to increase the level of enrollment and literacy in such areas. The immediate beneficiaries of the free education scheme of the government are those in the communities. Teachers and students who benefit from the scheme are assembled from the host communities. It is therefore important that the community heads and other notable individuals in the community should be committed to campaigning about the scheme. Yusuf, Ladan, Idris and Halilu (2013:41) stated that "the participation of every sector of Cuban society in the literacy campaign has equally been identified to have contributed to the success of literacy in the country".

There are various areas in which students need to be sensitized to benefit maximally from the educational programme. Students who will benefit from the objectives of the UBE scheme must be encouraged to be punctual and regular at school. There are different activities scheduled in the school for the overall development of the student. These activities include physical and social activities held within the school premises and at different periods. Students who are not punctual or regular to school may not benefit from this essential part of the school activities. Jumare, Maina and Ankoma-Sey (2015:56) stated that "students who are punctual get full benefits of morning hour lessons, which are vital (English and Mathematics) for these subjects are fixed during morning hours due to their importance". These activities are important as they help to build the student into a complete citizen. The various essential subjects offered in school such as mathematics, sciences and technology are usually scheduled for the morning hours of school days. Students who are punctual to school benefit from these subjects immensely and can demonstrate same when called upon to do so.

Ogo, Eneyo and Akpan (2014:33) stated that "if students do not see the relevance of the new curriculum, there is the likelihood that they will not be motivated to participate or learn". However, when students see the usefulness of the UBE scheme, it will spur them to be active participants. It is the duty of the student to ask questions and participate actively in school activities. Students should be able to demonstrate and practicalize what they have learnt in

school. This measure is important for the students to benefit from the UBE scheme for societal development. However, this action can only be carried out by the student as a way of sustaining the success of the programme.

### **Capacity Building for the Attainment of the Sustainable Development Goals of Universal Basic Education**

There are different international organizations that have continued to show interest and support for western education across all levels and types. One area in which this concern has been shown is in the area of capacity building. Local and international organizations are involved in the training and retraining of Nigerian teachers for improvement in service delivery in the education system (Ogunrin, 2011). Ejeh (2003) stated that without the training of teachers, the nine years basic education will just be for mere attendance. International organizations have been involved in the development of new technologies and teaching methods and teachers are trained from time to time on these modern teaching methods for better service delivery. Similarly, these teachers are frequently subjected to continuous retraining so as to make them relevant in meeting contemporary needs of the society which is important for development to take place. Teachers need to be trained from time to time for them to be up to date with modern teaching pedagogy.

Research has shown that there is positive relationship between teachers training and service delivery (Afolabi, Olorisade & Oguntunde, 2012). There is no way the UBE scheme will contribute to development when the teachers who are the transmitter of knowledge are not current. The government needed to be committed to the task of training teachers by organizing conferences, workshops and seminars. This will help the teacher to acquire modern ideas that is needed for development and same will be transmitted to the students.

One of the areas where the UBE programme has suffered defeat is in the area of ratio of teachers to students. Stakeholders in this educational system also have the duty of ensuring that quality human resources (teaching and non-teaching) who are experts are employed to educate the students in key areas that will contribute to development. The human resources needed for the successful implementation of the UBE scheme partly comes from the community (Adeyemi, 2011). There are occasions where slots are given to the community for employment as part of the federal character. Similarly, employees of the school are usually considered from the community before other avenues. However, it is important that the community recommends quality human resource since the outcome of the students taught by these teachers will be felt first by the community. The community must therefore ensure that they send their children to school and at graduation these students can be re-employed into the school for quality education delivery.

The teachers employed into the school also need to be up-to-date about the development of the students. Teachers must therefore be trained in this area through capacity building programmes to keep track of the development of the students under their care. The monitoring of the academic progress of the children school is the duty of all stakeholders but especially the teachers who are custodians of the students.

The need for the teacher to be trained on effective teaching

methods is also an issue that cannot be overemphasized. Ogo, Eneyo and Akpan (2014:32) stated that “regardless of which philosophical belief the education system is based on, there is no denying the fact that teachers influence students’ learning”. The duty of the teacher is to teach. It is therefore important that the teacher should endeavor to teach such that the students will understand. Any teaching that does not make the student to become more enlightened is not an effective teaching. For the developmental objectives of the UBE to be achieved, the teacher must ensure that recent knowledge is transmitted to the students and in a more understandable manner. Teachers must therefore be adequately trained in these areas since they cannot give to the students what they do not have.

Teachers need to go beyond acquiring training to becoming professionals in their area of specialization. Stakeholders must provide the teachers with the opportunity to be experts in their field. It is the duty of the teacher to build his or her professional competence. The teaching profession is not a profession for all Tom, Dick and Harry. It is therefore important that any individual who wants to join the teaching profession must make effort to acquire the right certification and train and re-train himself or herself. This will enable the teacher to acquire the right expertise needed for effective communication between the teacher and the learner. This is also important for the success of the free education scheme. Teachers must therefore get the support of the stakeholders in this area. The teachers must also make himself or herself available for this training. Edho in Nakpodia (2013:288) stated that “some of the constraints that affect the success rates of the UBE programme in the rural communities is teacher’s inadequacy and their unwillingness to be posted to rural communities”. It is important that teachers who are employed under the UBE scheme should be willing to be trained and empowered.

It is the duty of the teacher to research and come up with new ways of impacting on their students in the classroom. It is also the duty of the stakeholders of this programme to provide the teachers with an enabling environment. Nakpodia (2011:159-160) stated that “the teacher’s position as a central figure in any educational endeavour is universally recognized and as such it is agreed that “no educational system can rise above the quality of its teachers. Curriculum reformers expect them to adopt innovative technique of teaching”. The teacher should be able to improvise and innovate new teaching methods and materials that will have positive impact on the learning of the students. This platform must be provided for the teachers by stakeholders who want the programme to succeed. The teacher should also be guided through proper supervision.

The principal must be ready to carry out this supervisory role adequately so as to enable the teacher benefit from this advisory technique. Onuma (2016) pointed out that there are school principals who have abandoned their primary responsibility of organizing training programmes for their teachers. The principal has the duty of providing good leadership so that the school system can function well. The leadership style of the principal will either affect the running of the school positively or negatively and this can also affect the UBE scheme. Similarly, information that will assist the teachers to be empowered must be passed across to the teachers by the principals adequately.

Information is said to be power. The principal is the mouthpiece of the school and it is his duty to communicate with the various stakeholders either vertically or laterally.

### Theoretical Review

The theory that guided this study was system theory developed by Bertalanffy (1968). This theory made the following assumptions, that

1. a system is a combination of parts that are interrelated
2. the sub-systems have limits or boundaries
3. a system as a whole is better than sum of the sub-systems in part
4. change in one sub-system can lead to change in the entire system
5. Positive growth in a system depends on how effective a system fits into the environment.

The theory is highly important in implementing the UBE programme in so many ways. The UBE is anchored on a combination of various sub-systems. The sub-systems of this scheme could be in terms of stakeholders benefiting from such scheme or the resources needed for such scheme to succeed. However, by the assumptions of the system theory, the theory is relevant to the study in the following ways:

The UBE scheme is simply a combination of different sub-systems in terms of its stakeholders like students, parents, teachers for the scheme to succeed. The sub-systems can also be area of resources like human, financial or material resources which must be properly coordinated for the scheme to succeed.

Secondly, each sub-system has boundaries and must work as one for the common good of that scheme. The different stakeholders must recognize various part they can play for the scheme to succeed.

The failure in one aspect or unit of the scheme will affect the entire scheme or ineffectiveness in the whole aim of the scheme. Care must therefore be taken to forestall a coordination among the units.

The system can only succeed when it properly fits into the environment. There must be wide and general acceptance from, the populace who such programme is actually designed to benefit. The success level of the scheme therefore depends upon the level of acceptability it receives from the various stakeholders.

### Review of Empirical Studies

Jaiyeoba (2009) investigated the effectiveness of basic education to eradicate or reduce level of illiteracy as well as enhance development. This has been one of the reasons for the introduction of Universal Basic Education in place of the former Universal Primary Education in Nigeria. Therefore, the study sought the impact of UBE programme on National Development vis-a-vis social, cultural and political development in Nigeria. The descriptive research design was adopted in carrying out the research. 1000 participants that cut across students, teachers, parents and staff of SUBEB were sampled. A self-designed validated questionnaire was used to collect the data. Five (5) research questions were generated while data were analyzed through descriptive statistics. The findings revealed a remarkable departure from the former UPE programme in the present UBE programme, provision of infrastructure though not adequate at present and devotion

of adequate fund by the government though with no transparency in the disbursement of such UBE fund among others. The study concluded that UBE has been contributing to National Development especially with its scope, objectives/aims, implementation and services being quite different from those of the former programme (UPE). It was recommended that the present administration should endeavour to build and consolidate on the implementation of UBE, and provide adequately some essential facilities like libraries, laboratories and play materials (in the early years) that would make the programme to adequately contribute to national development.

Tyoakaa (2014) in his study assessed the level of readiness of primary schools in Birnin-Kebbi local government area of Kebbi state-Nigeria, in terms of Personnel and infrastructure, in the implementation of the universal basic education programme of the Federal government. The study adopted a descriptive research design. A sample of thirty (30) primary schools was randomly drawn from the population of a hundred and four (104) Primary schools located in the Local Government Area using stratified random sampling techniques (15 public and 15 private primary schools). Five (5) research questions and two null hypotheses were formulated to guide the study, while the main instrument designed for data collection was a Checklist. The statistical analyses were done using simple statistics such as Mean, Percentages and t-test at 0.05 levels of significance. The analysis revealed a high level of readiness in terms of personnel, but infrastructurally, there have been a gross inadequacy in the provision. As such, it was recommended among other things that, there is need for government at all levels, including the private sector and other donor agencies as well as all stakeholders in the educational sector to provide the necessary personnel and basic infrastructure to facilitate meaningful implementation.

Afolabi, Olorisade and Oguntunde (2012) conducted a study that unveiled the relationship between UBE training and teachers' quality in Nigerian Public primary schools using Kwara State as a case study. The study adopted a correlational design. It was the State that championed education reform in the country. All the 24 members of State School Improvement Team (SSIT) and 50 members of Quality Assurance Bureau (QAB) constituted by the Kwara State Government were used as samples. The Questionnaire tagged UBE Training and Teachers Quality Questionnaire (UTTQ) was used. Three (3) research hypotheses raised were analyzed using Pearson Product Moment Correlation and chi-square statistics. The findings of the study were: that there was a significant relationship between SUBEB training workshop and teachers' quality; a significant relationship between training resources and quality of workshop training organized by State Universal Education Board (SUBEB), but there was no significant difference between the perceptions of SSIT and QAB on teachers' quality in Kwara State. However, the programme was not without its attendant challenges which include: delayed and inadequate supply of the training materials and poor remuneration of the trainers and trainees. It was suggested that more funds should be committed to the training programme, training materials supplied promptly and adequately. Indeed, training and re-training of teachers is a sine qua non for quality teaching in schools.

Major (2015) examined the perception of school heads on

the effect of the implementation of the Universal Basic Education (UBE) programme on development in Bayelsa State, Nigeria. The descriptive survey research design was used for the study. Four research questions were posed to guide the study. A sample of 709 UBE school heads was selected for the study. The instrument used for data collection was a structured questionnaire named "Universal Basic Education and Development Questionnaire (UBEDQ)" developed by the researcher and formatted in line with four-point Likert scale type. Mean and standard deviation were used in answering the research questions. A criterion mean of 2.50 was used in determining the effect of UBE implementation on development. The results reveal that UBE implementation in Bayelsa State contributed to development in terms of improving the literacy and numeracy skills of learners, religious harmony, political awareness and the productive capacities of the learners. Also, the results showed that inadequate teachers, infrastructural facilities, funds and lack of political will were perceived as challenges to effective UBE implementation for development. It was therefore recommended that government should provide adequate personnel, facilities and funds added to the political will needed. Also, effective collaboration between governments at all levels and private organizations should be encouraged in terms of provision of facilities and training of teachers (capacity building) to meet the needs of learners and development aspirations of the society.

Obiunu (2015) also investigated the perception of secondary school teachers on the UBE programme as an educational reform policy. Relevant literatures were reviewed in the area of study specifically highlighting conceptual frame work, other researchers' contributions and current issues in the area of study. Three research questions and two hypotheses were developed for the study. The population of teachers selected for the study comprised all secondary school teachers in Uvwie local government area of Delta State. 100 teachers were randomly selected through proportionate stratified random sampling from 5 secondary schools in the local government area. A questionnaire titled "Perception of teachers on the UBE" with face and content validity and a reliability of 0.71 was used to collect data for the study. While mean was used to answer the research questions the z-test was used to analyse the hypotheses. The results indicated that teachers have low perception of the UBE. While there is no significant difference between male and female teachers in rural and urban area in their perception on the UBE as an educational reform policy. The conclusion was that teachers seem not to be aware of the objectives and the goals of the UBE and also that teachers are not adequately prepared to implement the programme. This ultimately affects the quality and success of the programme. It was therefore recommended that those in the ministry of education that are responsible for the development and implementation of the UBE, should ensure that teachers are well prepared and equipped to participate actively in the implementation of the programme.

Eya (2005) conducted a study on the extent of primary school teachers' awareness and involvement in Universal Basic Education in Enugu urban areas. The design adopted for the study was the survey design. The instrument used for the collection of data was a structured questionnaire which was responded to on a 5-point likert scale ranging

from very good knowledge, good knowledge, little knowledge, very little knowledge and no knowledge. Mean score of 3.00 was used for decision making. The findings of the study revealed that the extent of teachers' awareness and involvement was low. It was recommended that programmes such as seminars and workshops which will help to retrain the already serving teachers was necessary as well as improving teachers' conditions of service.

Nwogu and Esobhawan (2014) also conducted a study to find out teacher quality and quantity and its implication for the implementation of the Universal Basic Education in Edo-State, Nigeria. The design of the study was descriptive survey and a sample of 110 principals was randomly selected using stratified proportionate sampling technique. Three research questions and one null hypothesis guided the study. Mean, standard deviation and rank order statistics were used to analyze the research questions and z-test statistics was used to test the null hypothesis at 0.05 level of significance. Findings revealed that teacher quality and quantity facilitate the implementation of the UBE programme in Nigeria, by ensuring a better delivery of instruction, use of varied teaching methodologies, better classroom management, reduction in teachers' workload and adequate teacher-student ratio. Findings also revealed that the implication of the implementation of the UBE scheme in Nigeria includes: training and retraining of teachers, improved academic performance, reduction in student dropout and eradication of the widespread examination malpractice. The study recommended that the federal government should focus on the supply of adequate number and quality teachers for secondary school education who will be able to teach and equip school children with the opportunities they need to optimize their potentials and contribute to the growth and development of the society and humanity.

## Method

A descriptive survey design was used for this study. The population of this study comprised 247 junior secondary school principals, 8,743 teachers and 20,947 parents in the 23 Local Government Areas of Rivers State. The population of the study was therefore 29,937 junior secondary schools (UBE) stakeholders in Rivers State (Source: Rivers State Post Primary Schools Board, 2018). The sampling technique that was used for the study was the proportionate stratified random sampling technique. A questionnaire titled "Stakeholders Participation in sensitization and capacity building in the attainment of sustainable development goals questionnaire." (SPSCBASGQ)) Was used to generate data for the study. The instrument for data collection in this research was subjected to reliability test. The instrument was administered to twenty (20) respondents (five principals five teachers and ten parents) outside the sample selected for this research. Cronbach Alpha statistics was used to determine the reliability index of each of the sections of the questionnaire. The reliability co-efficient obtained for each of the sections were 0.62 and 0.75 respectively. The average reliability index was 0.69. The data for this research was collected from primary and secondary sources. The research questions for this study were answered using mean and standard deviation while the hypotheses were tested using z-test analysis at 0.05 level of significance.

Research Question One: What is the extent to which stakeholders participate in sensitization for the attainment

of sustainable development goals of UBE in Rivers State?

**Table 1:** Mean and standard deviation of the extent to which stakeholders participate in sensitization for attainment of sustainable development goals of UBE in Rivers State

S/No	Extent to which stakeholders participate in sensitization for attainment of sustainable development goals of UBE in Rivers State	School Personnel n=1,000		Parents n=2011		Average Mean	Remark
		Mean	SD	Mean	SD		
1	We use verbal communication to orient people on UBE programme	1.69	0.39	1.69	0.28	1.69	Low Extent
2	Stakeholders of UBE programme are sensitized through the mass media	2.65	0.57	2.65	0.40	2.65	High Extent
3	Electronic messages are sent to the public on relevance of the UBE scheme	2.69	0.61	1.69	0.28	2.19	Low Extent
4	Town hall meetings are organized to inform people on achievements of UBE scheme	2.66	0.50	1.86	0.29	2.26	Low Extent
5	Familiarization tour is sometimes organized for interested UBE stakeholders	2.72	0.61	1.69	0.28	2.21	Low Extent
<b>Grand Mean</b>		<b>2.48</b>		<b>1.92</b>		<b>2.20</b>	<b>Low Extent</b>

Table 1 revealed that responses of school personnel for items 1-5 produced mean scores of 1.69, 2.65, 2.69, 2.66 and 2.72 respectively. Items which were scored above the criterion mean of 2.50 were items 2, 3, 4 and 5 with mean scores of 2.65, 2.69, 2.66 and 2.72 respectively for school personnel and this showed high extent. Also, item 1 with mean of 1.69 for the sampled school personnel showed low extent. The average mean score of school personnel was 2.48. This means that school personnel believe that stakeholders participate in sensitization to a low extent for attainment of sustainable development goals of UBE. The responses of parents on items 1-5 produced mean scores of 1.69, 2.65, 1.69, 1.86 and 1.69. Similarly, item 2

with mean of 2.65 for parents showed high extent, while items 1, 3, 4 and 5 with mean of 1.69, 1.69, 1.86 and 1.69 respectively for parents showed low extent, since their values were below criterion mean of 2.50. The average mean of parents was 1.92 and this shows that parents believe that they participate in sensitization to very low extent for attainment of sustainable development goals of Universal Basic Education.

Research Question Two: What is the extent to which stakeholders participate in capacity building for teachers for attainment of sustainable development goals of UBE in Rivers State?

**Table 2:** Mean and standard deviation of the extent to which stakeholders participate in capacity building for teachers for attainment of sustainable development goals of UBE in Rivers State

S/No	Extent to which stakeholders participate in capacity building for teachers for the attainment of the sustainable development goals of Universal Basic Education in Rivers State	School Personnel n=1,000		Parents n=2011		Average Mean	Remark
		Mean	SD	Mean	SD		
6	Sponsorship is provided for teachers for developmental programmes	2.69	0.62	2.34	0.49	2.52	High Extent
7	Teachers are given opportunity to attend workshops, seminars and conferences.	2.67	0.48	2.42	0.45	2.55	High Extent
8	Sponsored field trips are provided for teachers	2.31	0.44	2.31	0.31	2.31	Low Extent
9	Teachers are provided with subsidized teaching materials	1.40	0.48	2.11	0.35	1.76	Low Extent
10	Mentorship programmes are provided for teachers for improved service delivery	2.04	0.60	2.04	0.42	2.04	Low Extent
<b>Grand Mean</b>		<b>2.22</b>		<b>2.24</b>		<b>2.23</b>	<b>Low Extent</b>

Table 2 shows that response of school personnel on items 6-10 had mean score of 2.69, 2.67, 2.31, 1.40 and 2.04 respectively. Whereas items 6 and 7 with mean scores of 2.69 and 2.67 from sampled school personnel showed high extent, items 8, 9 and 10 were below the criterion mean and as such showed low extent. The average mean for school personnel sampled was 2.22. This implies that school personnel sampled believe that they participate to a very low extent in capacity building for attainment of the SDGs of UBE in Rivers State.

Also, responses of the parents on items 6, 7, 8, 9 and 10 produced mean scores of 2.34, 2.42, 2.31, 2.11 and 2.04 respectively. Similarly, all items responded to by the sampled parents were below the criterion mean of 2.50 used for making decision and as such showed a low extent of participation in capacity building. Furthermore, average mean of parents was 2.24. This means that the parents sampled believe that they participate to a very low extent in capacity building for attainment of sustainable development goals of UBE in Rivers State.

**Test of Hypotheses**

Hypothesis One: There is no significant difference between mean opinion scores of stakeholders (school personnel and

parents) on the extent to which they participate in sensitization for attainment of sustainable development goals of UBE in Rivers State.

**Table 3:** z-test analysis of difference between the mean opinion scores of stakeholders (school personnel and parents) on the extent to which they participate in sensitization for attainment of sustainable development goals of UBE in Rivers State

Variable	n	Mean	SD	Df	z-cal.	z-crit.	Level of Significance	Decision
School Personnel	1,000	2.48	0.54	3,009	31.11	1.96	0.05	H <sub>0</sub> was Rejected
Parents	2,011	1.92	0.31					

Table 3 revealed the value of z-cal. was 31.11 while value of z-crit. was 1.96. Since the value of z-cal 31.11 was higher than z-crit. of 1.96, the hypothesis was rejected thereby implying that there is no significant difference between mean opinion scores of stakeholders on the extent to which stakeholders participate in sensitization for attainment of sustainable development goals of Universal Basic Education in Rivers State

Hypothesis Two: There is no significant difference between mean opinion scores of stakeholders (school personnel and parents) on the extent to which they participate in capacity

building for attainment of sustainable development goals of UBE in Rivers State.

**Table 4:** z-test analysis of difference between the mean opinion scores of stakeholders (school personnel and parents) on extent in which they participate in capacity building for attainment of sustainable development goals of UBE in Rivers State.

Variable	n	Mean	SD	Df	z-cal.	z-crit.	Level of Significance	Decision
School Personnel	1,000	2.22	0.52	3,009	1.11	1.96	0.05	H <sub>0</sub> was not Rejected
Parents	2,011	2.24	0.40					

Table 4 revealed the value of z-cal. was 1.11 while the value of z-crit. was 1.96. Since the value of z-cal. of 1.11 was less than the value of z-crit. of 1.96. The null hypothesis was not rejected thereby implying that no significant difference exist between mean opinion scores of school personnel and parents on the extent to which they participate in capacity building for attainment of sustainable development goals of UBE in Rivers State.

**Discussion of Findings**

Stakeholders’ Participation in Sensitization for the Attainment of Sustainable Development Goals of Universal Basic Education in Rivers State

The findings showed that stakeholders’ participation in sensitization for the attainment of sustainable goals of UBE in Rivers State is to a low extent. This implies that stakeholders were not committed in educating other stakeholders on why they must take advantage of educational programme as a way to enhance the achievement of sustainable development goals of UBE. This is however unexpected because it is believed that after more than a decade of the introduction of this educational programme, stakeholders will be more committed in enlightening people about the need for this educational programme. The study carried out by Daura and Audu (2015) revealed that there was a poor. This finding implies that the lack of awareness among stakeholders such as teacher may account for why sensitization is low on achieving the sustainable development goals of the UBE in Rivers State.

The study carried out by Daura and Audu (2015) revealed that there was a poor level of awareness among teachers on the Universal Basic Education programme in the study area. This aligns with the findings of this study and thus implies that the lack of awareness among stakeholders such as the teacher may account for why sensitization is low and its impact on achieving the sustainable development goals of the UBE in Rivers State.

Sensitization of the members of the public is one of the cardinal points toward succeeding in the implementation of

the UBE programme. The implementation of any educational programme is first and foremost for the benefit of the citizens and secondly for national development. Therefore, any educational programme which does not reach the people at the grassroots will be dead on arrival. This is why the sensitization of the various beneficiaries is very important. Sensitization is so important that Eya (2005) pointed out in his study that sensitizing stakeholders is a vital process for enlisting involvement in the process of initiating any new programme.

One of the measures needed to make the UBE contribute to development is creating awareness in the minds of the various stakeholders on the role, responsibilities and privileges accruing to them. This will create a sense of ownership among the various stakeholders. The various respondents of the study have revealed that there is no door-to-door campaign about the UBE programme. This has on its part reduced the level of awareness about the programme. Members of the public ought to be properly guided through face-to-face contact on what they stand to gain if they accept and own this free education scheme. In some developed countries, efforts are made at all cost to ensure that all citizens are aware of and take advantage of educational programmes initiated by the government for societal development. Iyeke (2013) pointed out that this helps to create a high level of satisfaction among beneficiaries. However, the respondents reported that awareness is being created through the mass media to educate the citizens about the UBE programme.

**Stakeholders Participation in Capacity Building for Teachers for the Attainment of Sustainable Development Goals of Universal Basic Education in Rivers State**

The result showed there was a low extent of stakeholders’ participation for capacity building for teachers for the attainment of sustainable development goals of UBE in Rivers State. This result means that stakeholders are not committed to enhancing teacher’s capacity in other to achieve sustainable development goals of UBE in Rivers



State. It means teachers were not given the needed support to contribute to the developmental goals of UBE in Rivers State. This however negates common expectation. It is believed that teachers stand at the center of any successful school system and should always be given needed support to properly contribute to a successful educational system.

The training of teaching and non-teaching staff is a vital part of UBE scheme that must not be undermined. The staff employed play vital roles in the process of empowering every stakeholder to really work diligently. Similarly, students who interact frequently with teaching and non-teaching personnel are in good position to acquire appropriate skills, knowledge and attitude needed for development. That is why constant training and retraining of both teaching and non-teaching staff in the education system cannot be ignored. According to Enyi (2003), UBE stakeholders especially teachers lack real knowledge of free education scheme because they have not been exposed to adequate professional preparations.

### Conclusion

Based on the findings, it was concluded that sustainable development goals of the Universal Basic Education have not been achieved due to inadequate sensitization of stakeholders and poor capacity building for teachers for the scheme.

### Recommendations

Based on the findings, the following recommendations are made

1. The mass media should educate and inform various stakeholders about the need for total involvement in the implementation of the Universal Basic Education for the achievement of sustainable development. The mass media should develop programmes and jingles that will help to educate various stakeholders on areas where they need to contribute towards the improvement of basic education for achieving sustainable development in the nation.
2. Parents and well-meaning individuals in every community should pull their effort together and form a think-tank as well as contribute their financial quota towards capacity building for teachers.
3. Government should provide adequate infrastructural facilities and motivate teachers appropriately so that they will be happy to carry out their duties daily.

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