



WWJMRD 2019; 5(12): 17-23
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor MJIF: 4.25
E-ISSN: 2454-6615

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

C. AminiPhilips
Department of Educational
Management, University of
Port Harcourt, Port Harcourt,
Nigeria

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

Elizabeth, Uchenna Okafor, C. AminiPhilips

Abstract

The study examined stakeholders' participation in sensitization and capacity building in 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 design. The study population comprised 29,937 junior secondary schools (UBE) stakeholders in Rivers State of which 3,011 stakeholders were eventually sampled for the work. A stratified sampling method was adopted. A 10-item questionnaire titled "Stakeholders Participation the funding and curriculum development in the attainment of sustainable development goals questionnaire." (SPSCBASGQ) was used to extract data. The research instrument was properly validated by researchers' supervisors and two experts in measurement and evaluation from Department of Psychology, Guidance and Counseling, Faculty of Education, Uniport. Cronbach Alpha statistic was utilized to determine reliability of questionnaire while Mean, standard deviation and the z-test were used to answer relevant questions and hypotheses respectively at 0.05 significance level. The research 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 eventually was recommended that the mass media need play good roles in sensitization for all stakeholders about importance of total involvement in implementing UBE for achieving sustainable development.

Keywords: Stakeholders', Participation, Sensitization, Capacity Building, Sustainable Development Goals, Universal Basic Education

Introduction

Education being an effective weapon, is indeed very useful for growth of any given society and also individual in particular. It is a viral tool needed for development. Development is simply advancement in people's life qualitatively and quantitatively which provides comfort for everyone. Basic education therefore empowers public to actually attain a high comfort level. Thus, when educational level like this being acquired makes maximum impact over time, then such a development is sustainable. Sustainable development is that development which satisfies need of present generation without jeopardizing future generation. This development is achievable when entire populace is properly educated through an encompassing education like the UBE.

For UBE to achieve sustainable development there must be active desire and participation of every stakeholder to attain such end. All education stakeholders have their expectations from implementing UBE programmes. The expectations of stakeholders differ depending on each of them 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 effectively. Communities must also make their contributions so that UBE programmes can succeed. For the Scheme to fail or succeed, the scheme depends actively on stakeholder's role being played.

The Nigerian government at the federal, state and also local stage has aligned with

Correspondence:

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

governments of other developed countries that opined that UBE is needed for us achieve recent goals of development. These goals were designed carefully to actually impacts on individual's development and society too and then emancipate all from underdevelopment. It is vital that all hands be on deck to ensure the UBE achieve these important developmental goals.

Statement of the Problem

In its entirety, education is actually indeed a needed toll for societal and also personal development. The introduction of UBE in our nation was indeed designed to actually save our educational from decaying. The programme actually had wide spread acceptance during its introduction because diverse stakeholders viewed this programmes as that which intended to actually meet education needs in Nigeria. The programme was actually formulated in good light. Besides after UBE was introduce years back it seems to have recorded very little achievement. The UBE actually without doubt has much to contribute to our development. The SDGs outlined by United Nations see not attainable except a good education programme is kept in place. Besides, it seems that the SDGs might actually not be achievement without proper participation of all stakeholders to strengthen UBE programme for achievement of SDGs. Hence, is needful to really investigate stakeholders participate in sensitization and capacity building in UBE schools for the attainment of sustainable development goals in Rivers State and Nigeria in general.

Aim and Objectives of the Study

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

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

Research Questions

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

Hypotheses

1. There isn't any significant difference in mean opinion scores of stakeholders (school personnel and parents) on the extent at which they participate in sensitization for attainment of sustainable development goals of UBE in Rivers State.
2. There isn't any significant difference in mean opinion scores of stakeholders on the extent in which they participate in capacity building for teachers in attaining sustainable development goals of UBE in Rivers State.

Theoretical Review

The theory guiding this work was system theory developed by Bertalanffy (1968). These theory makes the following assumptions

1. That a system is a combination of parts that are interrelated
2. That the sub-systems have limits or boundaries
3. That a system whole use better than sum of the sub-systems in part
4. That change in one sub-system can lead to predicable change in 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 programme in so many ways. The UBE is anchored on combination of various sub-systems. The sub-systems of this scheme could be stakeholders benefiting from such scheme or resources needed for such scheme to succeed. However, by the assumptions of system theory, the theory indeed relevant to this work in the following ways:

1. The UBE scheme is simply a combination of different sub-systems of its stakeholders like students, parents, teachers for the scheme to succeed. The sub-systems can also be areas resources like human, financial or material resources which must be properly coordinated for the scheme to succeed.
2. Secondly, each sub-system have boundaries and must work as one for common good of that scheme. The different stakeholders must recognize various part they can play for the scheme to succeed.
3. 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 dis-coordination among the units.
4. 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 various stakeholders.

Conceptual Review

Sensitization of Leaders for achieving relevant improvement dreams of general basic training

The accomplishment of Effective training desires of the U.B.E. starts off evolved with the students at the coronary heart of any planning as to take place at this stage of education. That is because the scholars in this example are the change agents that can be expected to be transformed a nice means to in turn paintings toward the actualization of those desires. The U.B.E. training can most effective make contributions to Effective growth when students cemented into the programme. Educational leaders at this stage of schooling therefore has a massive mission ahead of them to orient these students into the training and know they may be enrolled.

Instructional leaders around the school environment along with contributors of the connection has a no. of part to act to sensitize the residents about the U.B.E. curriculum and mobilize them for enrollment. This could help to boom the level of enrollment and literacy in such regions. The immediate beneficiaries of the free education curriculum of the authorities are those inside the connection. Teachers

and sec. pupils who benefit from the curriculum are assembled from the host community. It is therefore critical that the connection heads and different terrific individuals in the connection ought to be devoted to campaigning about the scheme. Yusuf, Ladan, Idris and Halilu (2013:41) said that “the participation of every quarter of Cuban society within the literacy marketing campaign has similarly been identified to have added to the accomplishment of literacy in the country”. Campaigning approximately the U.B.E. curriculum is a very good mechanism utilized by many evolved international locations to sell the attractiveness of the programme. Communities, dad and mom or even college directors has to therefore use all to be had

There are numerous areas in that students want to be sensitized to benefit maximally from the academic programme. Students who will benefit from the targets of the U.B.E. curriculum has to be encouraged to be punctual and ordinary at college. There are one-of-a-kind sports scheduled in the college for the overall growth of the scholar. Those activities consist of physical and social activities held in the faculty premises and at extraordinary durations. Pupils who aren't punctual or ordinary to high school may not benefit from this crucial part of the school sports. Jumare, Maina and Ankoma-Sey (2015:56) said that “students who are punctual get complete blessings of morning hour training that are important (English and arithmetic) for those topics are fixed in the course of morning hours because of their importance”. Those sports are critical as they aid to build the pupil into a whole citizen. The numerous critical topics provided in faculty that includes arithmetic, sciences and era are generally scheduled for the morning hours of faculty days. Sec. Pupils who're punctual to high school advantage from those topics immensely and might demonstrate same whilst called upon to do so.

Ogo, Eneyo and Akpan (2014:33) stated that “if pupil do no longer see the relevance of the new guideline, there may be the likelihood that they will now not be influenced to take part in d or learn”. However, when students see the essentiality of the U.B.E. scheme, it's going to spur them to be energetic members. It's miles the work of the scholar to invite questions and take part in d actively in school activities. Secondary pupils are to reveal and practicalize what they have learnt in school. This measure is crucial for the scholars to benefit from the U.B.E. curriculum for societal improvement. But, this movement can only be accomplished by the scholar in maintaining the getting of the programme.

Potential constructing for achieving relevant growth dreams of universal primary schooling

The coaching pressure is some other critical trouble that desires the eye of educational leaders if the prevalent fundamental schooling training ought to attain its Effective improvement desires. It's been talked about via education students that the training system cannot prevail above the great of the tutoring pressure. it is therefore essential that academic leaders want to be active individuals within the force to empower the lecturers to satisfy the adequate growth dreams of this academic programme.

There are special global groups that has endured to reveal interest and guide for western education across all stages and brands. One area wherein this difficulty is proven is within the place of potential building. Nearby and

international groups are worried inside the schooling and retraining of Nigerian instructors for growth in carrier shipping inside the education machine (Ogunrin, 2011). Ejeh (2003) stated that without the schooling of teachers, the 9 years primary schooling will simply be for mere attendance. International organizations were worried in the improvement of latest technologies and tutoring strategies and instructors are trained once in a while on these present day tutoring methods for higher provider delivery.

Similarly, these teachers are frequently subjected to non-stop retraining so that it will cause those to relevant in meeting modern desires of the society that is vital for improvement to take location. Teachers want to be trained every so often for them to be updated with current tutoring pedagogy. Studies have proven that there's fantastic courting between instructors schooling and service transport (Afolabi, Olorisade & Oguntunde, 2012). There's no way the U.B.E. curriculum will give ideas to growth when the teachers who're the transmitter of information aren't modern. The leaders required to be given to the undertaking of schooling teachers by organizing conferences, workshops and seminars. This may help the instructor to acquire modern thoughts that is wished for improvement and identical can be transmitted to the scholars.

Review of Empirical Studies

Jaiyeoba (2009) investigated the goodness of simple training to eliminate or reduce degree of illiteracy and enhance improvement. The descriptive studies made and inculcated for sporting out the studies work. One thousand contributors that reduce across college students, teachers, dad and mom and staff of SUBEB were sampled. A self-designed validated questionnaire reversed into inculcated to acquire the facts. 5 (five) studies questions is generated whilst facts had been analyzed through descriptive information. The terminal known a splendid departure from the previous UPE training in the gift U.B.E. programme, provision of infrastructure even though no longer good enough at gift and devotion of good enough fund via the authorities even though with no transparency in the disbursement of such U.B.E. fund among others. The study concluded that U.B.E. is contributing to the countrywide growth in particular with its scope, targets/aims, getting and offerings being pretty one-of-a-kind from the ones of the former training (UPE). It turned into recommended that the prevailing management must endeavour to build and consolidate on the getting of UBE, and provide correctly a few essential centers like libraries, laboratories and play materials (inside the early years) that would make the training to safely make contributions to national growth.

Tyoakaa (2014) in his has a study assessed the level of readiness of number one schools in BirninKebbi neighborhood leader's region of Kebbi State-Nigeria, in phrases of employees and infrastructure, inside the getting of regularly occurring fundamental education training of the Federal government. The statistical interpretation had been done using easy information that include imply, probeffort and t-take a study at 0.05 levels of importance. The evaluation exalted a high stage of readiness can be elevated to personnel, however infrastructurally, there is a no rule As such, it become consequently encouraged among different matters that, there's want for leaders in any respect tiers, such as the private quarter and different donor

organizations inclusion to all stake holders in the instructional area to offer the necessary personnel and basic infrastructure to facilitate significant getting

Afolabi, Olorisade and Oguntunde (2012) carried out a study that unveiled the connection among U.B.E. training and teachers' pleasant in Nigerian Public primary faculties using Kwara country as a case observe. The observe adopted a correlational design. It turned into the state that championed training reform within the U.S.A. all of the 24 individuals of nation college improvement crew (SSIT) and 50 participants of best guarantee Bureau (QAB) constituted with the aid of the Kwara kingdom authorities is inculcated as samples. The Questionnaire tagged U.B.E. education and teachers nice Questionnaire (UTTQ) reversed into used. Three (3) studies test raised were checked with PPMC and chi-rectangular statistics. The terminal of the study had been: that there is an enormous courting between SUBEB schooling workshop and teachers' quality; a good sized dating among education assets and satisfactory of workshop training prepared by using nation accepted education Board, but there is no huge difference among the ideas of SSIT and QAB on teachers' exceptional in Kwara nation. But, the training was not being not with issues that consist of: not on time and insufficient supply of the education substances and negative changing of the tutors and students. It reversed into cautioned that greater price range must be devoted to the schooling programme, schooling substances provided promptly and adequately. Indeed, training and re-schooling of instructors is a sine qua non for first-rate tutoring in colleges.

Abdullahi and Abdulkareem (2017) investigated the techniques of financing standard basic schooling for Effective countrywide improvement by school managers in North-principal area, Nigeria. In particular, the purpose turned into to determine the relationship among commercial based totally earnings and Effective countrywide improvement inclusion to examine the relationship among agricultural primarily based earnings and Effective national improvement in North-primary region, Nigeria. Studies questions were stated to aid the conduct of this study. Survey studies layout reversed into adopted in done this take a study. The sample of this take a study reversed into 375 headmasters and 331 School heads of the selected schools in North-relevant quarter, Nigeria. The pattern was decided on using proportional sampling approach. The terminal of this examine showed that No widespread distinction between the suggest rankings of head masters and School heads on industrial based earnings as properly, as agricultural based earnings as strategies for Effective countrywide growth in North-vital region, Nigeria. Due to the terminal of the examine, it became encouraged that college managers (head masters and School heads) should keep to put efforts to maintain industrial-primarily based income. Furthermore, faculty mangers want to continue to put greater emphasis on agricultural-based totally earnings by way of encouraging sec. pupils to takepart in fully in farming, fisheries among others for Effective country wide growth in Nigeria.

Obiunu (2015) additionally investigated the perception of secondary school instructors on the U.B.E. training as an academic reform policy. Applicable literatures are reviewed in the place of study specifically highlighting conceptual body paintings, different researcher's contributions and present day troubles in the place of take a

study. Approximately 3 studies questions and in test were developed for the has a study. The populace of instructors selected for the examine constructed from all secondary faculty teachers in Uvwie nearby leader's location of Delta. The belief reversed into that teachers appear now not know of the targets and the dreams of the U.B.E. and also that instructors aren't safely organized to put in force the program. This after will affect the great and accomplishment of programme. Its miles therefore advocated that those within the ministry of schooling that are accountable for the growth and getting of UBE, has to make certain that teachers are nicely organized and prepared to takepart in d actively inside the getting of programmer

Sanni (2014) carried out a study to assess the aid provision for the universal simple schooling Curriculum in Kogi imperative education sector of Kogi kingdom. The studies pattern followed is survey studies layout, three study queries 3-negative test guided study, group of the take a study is 1,333, and the sample length is 1055 teachers and 278 head instructors within the public upper basic college in Kogi crucial education sector. 18-item questionnaires had been administered to 2 hundred respondents, the device turned into validated by means of three professionals, two in schooling administration and making plans and one in basement. The general trust index terminal of 0. Eighty-three became received. This confirmed that the material become reliable for the study of customary primary schooling Curriculum in Kogi valuable training area. The primary terminal proved that loss of provision of sources consisting of finance, personnel and material resources affects the full getting of U.B.E. and hinders the control of U.B.E. from accomplishing its set dreams and objectives. based totally on the terminal, the researcher recommended that leaders must involve the education planners within the making plans for customary primary education in view that they're expert within the making plans and designing of the schools, authorities and faculty directors want to give priority attention to the availability of studying and coaching sources and leaders should support the ability of all of the our bodies and corporations installation for the production of substances and management of U.B.E. through offering good enough personnel, finance and substances to allow the businesses execute their capabilities. Also teacher's salaries and allowances should be paid as a while because of allow them perform their obligations efficiently and efficaciously.

Nwogu and Esobhawan (2014) also performed and observe to find out trainer nice and amount and its implication for the getting of generic fundamental education in Edo-country, Nigeria. The pattern of the take a study become descriptive survey and a sample of a hundred and ten School heads reversed into randomly selected using stratified proportionate sampling approach. Three studies questions and one null hypothesis guided the study. mean, fashionable deviation and rank order records were inculcated to research the studies questions and z-take a study facts became inculcated to check the null speculation at zero.05 alpha level of significance. Terminal known that trainer pleasant and quantity facilitates the getting of U.B.E. training in Nigeria, via ensuring a better transport of education, use of assorted coaching methodologies, pedagogical project of childbearing, higher lecture room control, discount in teachers' workload and adequate

trainer-scholar ratio. Terminal also found out that the implication of the getting of U.B.E. curriculum in Nigeria includes: education and retraining of instructors, stepped forward academic performance, reduction in student dropout and eradication of the large of examination malpractice. The observe advocated that the FG has to cognizance on the delivery of quantity and great teachers for secondary faculty education who will be able to train and equip our kids with the possibilities they want to optimize their potentials and make contributions to the growth and growth of the society and humanity

Method

A descriptive survey design was used for this study. The population of this study comprised of 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 statistic 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 analyzed using mean and standard deviation while the hypotheses for the research were tested using z-test analysis at 0.05 level of significance.

Research Question One: What is the extent in which stakeholders participate in sensitization for attainment of sustainable development goals of UBE in Rivers State?

Table 1: Mean and also standard deviation of extent in which stakeholders participate in sensitization for attainment for sustainable development goals for 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
	Grand Mean	2.48		1.92		2.20	Low Extent

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. 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 really low extent for attainment of sustainable development goals of UBE. The responses of parents for 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 stakeholders participate in sensitization to very low extent for attainment of sustainable development goals of Universal Basic Education.

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

Table 2: Mean and also standard deviation of extent in 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	2.67	0.48	2.42	0.45	2.55	High

	also conferences.						Extent
8	Sponsored field trips are provided to teachers	2.31	0.44	2.31	0.31	2.31	Low Extent
9	Teachers are provided with sub 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
	Grand Mean	2.22		2.24		2.23	Low Extent

Table 2 shows response of school personnel for items 6-10 had mean score of 2.69, 2.67, 2.31, 1.40 and 2.04. While 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 to the questions raised. An average mean of school personnel sampled for the work was 2.22. This implies that school personnel sampled for the study 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 for items 6, 7, 8, 9 and 10 produced mean scores of 2.34, 2.42, 2.31, 2.11 and 2.04. Similarly, all items responded to by the sampled parents

were below criterion mean of 2.50 used for making decision and as such showed a low extent to the question items raised. Furthermore, average mean of parents was 2.24. This means that the parents sampled for this study 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 exist no significant difference between mean opinion scores of stakeholders (school personnel and parents) on extent in which they participate in sensitization for attainment of sustainable development goals of UBE in Rivers State.

Table 3: z-test analysis of real significant difference between the mean opinion scores of stakeholders (school personnel and parents) on extent in 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	Ho 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 of z-cal. of 31.11 was higher than z-crit. of 1.96, the its hypothesis was rejected thereby implying there, existed a significant difference between mean opinion scores of stakeholders on extent to which stakeholders participate in sensitization for attainment of sustainable development goals of Universal Basic

Education in Rivers State

Hypothesis Two: There isn't significant difference between 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.

Table 4: z-test analysis of significant 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	Ho 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 indeed less than value of z-crit. of 1.96, its null hypothesis was not rejected thereby implying no significant difference between mean opinion scores of stakeholders on extent in which stakeholders participate in capacity building for attainment of sustainable development goals of UBE in Rivers State

Discussion of Findings

Stakeholders' Participation in Sensitization for Attainment Sustainable Development Goals in Universal Basic Education in Rivers State

The findings showed low extent of stakeholders' participation in sensitization for sustainable goals UBE in Rivers State. This implies that stakeholders weren't committed as expected to educating different stakeholders on why they must take much advantage of educational programme as a way to enhance achievement of sustainable goals of UBE. This is however unexpected because is

believed after long decade of introducing this educational programme, stakeholders will be more committed to enlightening people about need for this programme. Related study done by Daura and Audu (2015) showed a poor level awareness among teachers on UBE programme in the area. This aligns with discovery of this work and implies inadequate awareness among stakeholders such that teacher may account for why sensitization is low on achieving sustainable goals of UBE in Rivers State. Sensitization the public is very cardinal toward succeeding in implementing UBE programme. The implementation of educational programme is firstly the benefit of the citizenry and secondly for al-round development. Therefore, any education programme which doesn't reach people at the grassroots will be dead on arrival. This is why sensitization of various beneficiaries is vital. Sensitization is vital such that Eya (2005) asserted in his study that sensitizing stakeholders is a vital for enlisting involvement in initiating new programme. The study showed every stakeholder in UBE programme

have failed in an area or other which has limited sensitization of UBE. Akpan and Ita (2015) noted out that these mentioned factors have indeed contributed to a low quality of UBE programme in some states. The school, parents and also other stakeholders have failed to actually carry out responsibilities expected from them to ensure the UBE scheme succeeds. There is low sensitization level among stakeholders on UBE scheme and it has great effect on ability of education scheme to contribute to development.

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

The result showed there was actually a low extent of stakeholders' participation for capacity building for teachers for attainment of sustainable goals of UBE in Rivers State. This result means that stakeholders are not committed to enhancing teacher's capacity just to achieve sustainable goals of UBE in Rivers State. It means teachers weren't given the needed support to empower them for contributing to developmental goals of UBE here in Rivers State. This however negates common expectation is simply believed that teachers stand at center of any successful school system and must always be given needed support to properly contribute to a successful educational system.

The training of instructors and also non-teaching staff is a vital part in UBE scheme that mustn't be undermined. The staff employed play good role in the process of empowering every stakeholder to really work diligently. Similarly, students who interact frequently with other academic and also non-teaching personnel are in good position to acquire appropriate skill, knowledge and attitude needed for development. That's why constant training of both academic and non-teaching staff in the education system can't be ignored. According to Enyi (2003), UBE stakeholders especially teachers lack real knowledge of free education scheme because they haven't 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 and poor capacity building of the scheme.

Recommendations

Based on the findings, the following recommendations are made

1. The mass media need play good roles in sensitization for all stakeholders about importance of total involvement in implementing UBE for achieving sustainable development. The mass media will help to educate various stakeholders on areas they can contribute to improve basic education for achieving SDGs in nations.
2. There is vital need for comprehensive reformation of education system to actually be more development oriented. Government should make sure that basic be channeled towards ensuring student are equipped with needed knowledge and skills to develop their immediate environment.

References

1. Tyoakaa, L. M. (2014). Universal basic education (u.b.e) programme in Nigeria: Personnel and infrastructural assessment in BirninKebbi local government area: *Journal of Research and Method in Education*, 4(4), 6-11
2. Abdullahi, N. J. K. & Abdulkareem, A. Y. (2017). Strategies for financing universal basic education for sustainable national development in Nigeria: *Journal of Education Policy*, 1, 1-10
3. Afolabi, S. O., Olorisade, O. G. & Oguntunde, D. A. (2012). Relationship between Universal Basic Education training and teachers' quality in public primary schools in Nigeria: *International Journal of Social Science and Education*, 2(4), 578-586
4. Akpan, C. P. & Ita, A. A. (2015). Teacher professional development and quality Universal Basic Education in Lagos State, Nigeria: *Global Journal of Arts, Humanities and Social Sciences*, 3(9), 65-76
5. Daura, A. H. & Audu, A. R. (2015). Challenges of the implementation of the universal basic education programme in Yobe State, Nigeria and the prospects for 2015 and beyond: *Global Journal of Politics and Law Research*, 3(3), 72-95
6. Ejie, M. U. C., (2003). Characteristics and concerns of recruits into primary teacher education program in Nigeria: *The Alberta Journal of Education*, 49(4), 380-382
7. Eya, P. (2005). The extent of primary school teacher's awareness and involvement in Universal Basic Education in Enugu urban areas. Retrieved from <http://nesu.edu/nesuaern/teaware/html>
8. Jaiyeoba, A. O. (2009). Perceived impact of universal basic education on national development in Nigeria: *International Journal of African and African American Studies*, 6(1), 48-58
9. Nwogu, U. J. & Esobhawan, B. I. (2014). Teacher quality and quantity: implications for the implementation of universal basic education in Nigeria: *Academic Research International*, 5(1), 199-208
10. Ogo, U. I., Eneyo, E. O. & Akpan. E. A. (2014). Evaluation of the implementation of Universal Basic Education curriculum modules in primary schools in Nigeria: *The African Symposium*, 14(1), 30-35
11. Ogunrin, A. B. (2011). Perception of Nigerian teachers about in service capacity development: An empirical field sample report on Oyo State, Nigeria. *Journal of Alternative Perspectives in the Social Sciences*, 3(3), 743-757
12. Sanni, I. A. (2014). *Evaluation of resource provisions for the universal basic education scheme in Kogi central education zone of Kogi State*. Unpublished M. Ed. Thesis, Department of Educational Foundation, Faculty of Education, University of Nigeria, Nsukka, Enugu State, Nigeria
13. Yusuf, M. A., Ladan, B., Idris, U. A. & Halilu, A. (2013). Comparative study of the state of literacy in Nigeria and Cuba: *European Scientific Journal*, 9(19), 34-44