

Assessment of the Impact of Sustainable Development Goals (SDGs) Implementation on Basic Education in Bauchi State

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ABSTRACT

Toward the expiration of MDGs implementation period which was slated to be in 2015; the leaders of the countries across the world set the 2030 Agenda for Sustainable Development aimed at improving the lives and future prospects of everyone, everywhere. In adopting the 2030 Agenda for Sustainable Development, world leaders resolved to free humanity from illiteracy, poverty, secure a healthy planet for future generations, and build peaceful, inclusive societies as a foundation for ensuring lives of dignity for all. This collective journey has at its heart a promise to leave no one behind in terms of accessing basic education worldwide. Significantly, it is a universal agenda, applying to all countries; particularly the less developed ones. Nigeria being a member of the United Nations has domesticated SDGs in its policies and programmes since 2015. All the level of Governments across the country continued to ensure the implementation of SDGs. Bauchi State Government is among the states that are implementing SDGs programmes with a view to ensure that all the school age children get access to quality education. However, the record shows that in 2019, the number of children who were outside the school system in Nigeria, rose from 10.5 million in 2015 to 13.2 million, with Bauchi state having the highest number of out-of-school children of 1.1 million. Therefore, this study assessed the impact of the implementation of SDG 4 on access to basic education in Bauchi state. The study adopted a survey method, data were gathered from both the primary and secondary sources include the reports of the United Nations International Children Emergency Fund (UNICEF), National Demographic and Education Survey, Journals, Bauchi State Universal Basic Education Board among others. The instrument used in gathering primary data includes questionnaire and interview. The study revealed that the implementation of SDG 4 has a significant positive impact on access to basic education programme in Bauchi state. Therefore, the study recommended that in spite of the increase in access to basic education programme in the study area, the Government of Bauchi and Gombe States should intensify their efforts by establishing more Primary and Junior Secondary Schools, construction and renovation of classrooms in existing Primary and Junior Secondary Schools, provision of classroom furniture and instructional materials, regularly organize training/capacity building with a view to improve access to basic education as the population in the study area is growing rapidly.

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I. INTRODUCTION

Basic Education is a fundamental instrument for attaining sustainable development; significantly, it underpins people centered development by focusing on social development and environmental protection. The United Nations had made a tremendous commitments toward ensuring access to quality basic education through creation of international organizations such as UNESCO in 1945, UNICEF in 1946. Furthermore, numerous Global Summits, Conferences, Declarations and strategies such as Education For All which was adopted by the Dakar Framework in 2000 at the World Education Forum in Senegal, Africa, with the goal in mind that all children would receive primary education by 2015, the Education 2030 Framework for Action, United Nations Millennium Summit held in New York in year 2000, among others.

The Nigerian Governments at all level have since independence been formulating policies and embarking on various policies and programmes with aimed at improving access to quality education. These include First National Development Plan (1962–1968), Second National Development Plan (1970–1974), Third

National Development Plan (1975–1980) and Fourth National Development Plan (1981-85). Others include implementation of the Universal Primary Education (UPE) in 1976, Petroleum Trust Fund (PTF) 1994, Educational Trust Fund (ETF) 1993; and later metamorphosed to Tertiary Education Trust Fund (TET-Fund) in 1998, Universal Basic Education (UBE)-2004, Federal Teaching Scheme (2006), National Policy on Education (2004, and revised in 2007), National Policy on Gender in Basic Education (2006), Nomadic Education Programme (1989), Millennium Development Goals, National Campaign on Access to Basic Education was launched across the geo-political zones to reduce the number of out-of-school children. Furthermore, the traditional Almajiri Education system was transformed to Almajiri Education Programme in 2012 with a view to improve literacy level among out of school children.

More so, the Federal Government has established organizations that are responsible for effective formulation and implementation of policies related to basic education. These include the Federal Ministry of Education, National Commission for Mass Literacy, Adult and Non-Formal Education, National Commission for Nomadic Education, the Universal Basic Education Commission and National Primary Education Commission among others. There are other institutions whose services are also connected with the successful delivery of qualitative basic education in the country. These include the National Teachers' Institute (NTI), Nigerian Education and Research Development Council (NERDC), the National Commission for Colleges of Education (NCCE) and the Teachers' Registration Council of Nigeria (TRCN).

Similarly, in recognition of the important of education to sustainable development, the Nigerian Constitution (1999) section 18 (1&3) provided that Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels and also it shall strive to eradicate illiteracy; by providing free, compulsory and universal primary education; free secondary education; free university education; and free adult literacy programme. In the same vein, the Vision 2020 document and the National Economic Empowerment and Development Strategy (NEEDS) underlined the importance of education as a vehicle of both individual empowerment and national development. This is further elaborated and made more focused in the National Policy on Education (NPE), cementing the country's commitment to EFA and education-related Millennium Development Goals (MDGs) through the provision of free and compulsory 9-year basic education programme, comprising 6 years of primary education and 3 years of junior secondary education. Aderinoye (1997) observed that much effort was recorded between 1989 and 1996 in the educational history of Nigeria but the golden age opportunity was not well utilized because the government failed to back up the various policies made with adequate funding. However, most of these policies/programmes and measures that aimed at improving access and quality of basic education in Nigeria recorded low success as the literacy level in country is very low and out of school children rate is on high side.

Toward the expiration of MDGs implementation period which was slated to be in 2015; the leaders of the countries across the world set the 2030 Agenda for Sustainable Development aimed at improving the lives and future prospects of everyone, everywhere. In adopting the 2030 Agenda for Sustainable Development, world leaders resolved to free humanity from illiteracy, poverty, secure a healthy planet for future generations, and build peaceful, inclusive societies as a foundation for ensuring lives of dignity for all. This collective journey has at its heart a promise to leave no one behind in terms of accessing basic education worldwide. The 2030 Agenda is deliberately ambitious and transformational, with a set of 17 integrated and indivisible Sustainable Development Goals and targets that serve as guide for effective implementation of SDGs. Significantly, it is a universal agenda, applying to all countries; particularly the less developed ones.

Nigeria being a member of the United Nations has domesticated SDGs in its policies and programmes since 2015. All the level of Governments across the country continued to ensure the implementation of SDGs. Bauchi State Government is among the states that are implementing SDGs programmes and has been allocating enormous resources over the years with a view to ensure that all the school age children got access to quality education. However, despite all the commitments and the expenditures made on the provision of education. This has not translated to access to the quality education, especially in the rural areas; as Bauchi State is among the states with low level of enrolment and literacy rate. According to the 2012 Global Management Report (GMR) about 10.5 million children are out of school in Nigeria with the North-East zone of the country recording the highest figure. Bauchi State falls within the category of states in the North-East with a high rate of 58.2 children who are out of school. According to NBS (2016) the States where majority of people can neither read nor write are those in the Northeast, Northwest, and North-central. The data shows that Yobe State has only 7.23 per cent literacy level, the lowest in the country. The dismal record of Yobe is followed by Zamfara (19.16 per cent); Katsina (10.36 per cent); Sokoto (15.01); Bauchi (19.26); Kebbi (20.51); and Niger (22.88) respectively. Only Taraba was an exception with 72 per cent literacy rate (The guardian 24 July 2017).

According to a report of UNICEF (2015) revealed that out of 1.2 million school-age children in Bauchi State, 777,000 were out of school. This prompted the State Government to launch a state-wide school enrolment campaign in November, 2015. Similarly, in 2016 the then Governor of Bauchi State (M. A. Abubakar) has decried the large number of out of school children in the state, describing the situation as worrisome. He made

this remarks when a Non-Governmental Organisation, JACCO'S Charity International, led by its Founder/President, Jodie Frank, visited him at the Governor's Lodge in Abuja. He, however, said that his administration was passionate about redressing the plight of the affected children, especially the girl-child. The governor explained that the Government was working hard to ensure that school-aged children were fully enrolled in schools (Punch November 1st, 2016). Similarly, the report of a survey jointly carried out by the UNICEF and the Federal Government of Nigeria (2018) shows that the number of children who are outside the school system, rose from 10.5 million in 2015 to 13.2 million, with Bauchi State having the highest number of out-of-school children at 1.1 million, followed by Katsina with 781,500 children (The Sun 23rd October, 2018).

Therefore, the objective of this paper is to assess the impacts of the implementation of SDG 4 on Basic Education in Bauchi State; with specific focus on whether implementation of SDG 4 has improved access to basic education in Bauchi State. The following hypothesis was formulated in order to achieve the set objectives of the study: H₀ Implementation of SDG 4 has not significantly increased access to basic education in Bauchi State.

II. LITERATURE REVIEW

Concept of Basic Education

Education is an established instrument in bringing about development in any Nation. It is a Basic human right which is vital for personal and societal development and well-being and all children deserve qualitative education founded on a rights-based approach and rooted in the concept of gender equality (UNICEF, 2006). According to Aluede (2000) basic education refers to the type of education in quality, quantity and content that is given in the first level of education. However, Monyei (2009) sees basic education as the minimum knowledge and skills required to lives as an independent individual who is not a burden to his society. He stressed that primary education and junior secondary education was fashioned to provide basic education on which to build future education training.

Federal Ministry of Education (2004) sees basic education as the articulation of formal, the non-formal, and the informal approaches to and mechanism for awakening and all round development of the human potential. In Nigeria, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Quoting JONATEIN Declaration and framework of action on education for all, the federal ministry of education, Federal republic of Nigeria (FRN, 2004) recommended that basic education shall be of 9 years duration comprising 6 years of primary education and 3 years of junior secondary education; it shall also include adult and non-formal education programs at primary and junior secondary education levels for the adults and out of school youths. In the same vein, the compulsory, free, universal basic education act (2004) defines universal basic education as early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programs and the education of special groups such as nomads and migrants, girls child and women, almajiri (street children) and disabled groups.

Access to Basic Education

The main objective of Universal Basic Education programme is to ensure access to free and compulsory education from early childhood comprising the Primary and Junior Secondary Schools Education to all Nigerian children. Yahaya, (2012) defined access to means availability or admittance. It could also be seen as opportunity or right to use something or to see something. However, Access to basic education could be defined as an opportunity or right that an individual child has to enrol or register for basic education programme. Bello, Daramola, Yusuf and Amali (2018), defined access to basic education as the ways in which educational institutions and policies ensure or at least strive to ensure that students have equal and equitable opportunities to take full advantage of their education. More so, they further defined access to basic education in different way as the ability of all school aged children to have equal opportunity to education, regardless of their social class, gender, ethnicity background or physical and mental disabilities. However, Access to Universal Basic Education connotes an opportunity given to school age children to have basic education in terms of establishment of basic schools and provision of qualified teachers in sufficient number and instructional materials to enable them acquire competences in literacy, numeracy and life skills.

According to Bridget and Ifeyinwa (2016) access to basic education refers to making primary education to be within the reach of all children including the challenged ones. They further stressed that access is concerned with enrolment, completion and affordability of primary education to children regardless of gender differences, disabilities. Furthermore, UNICEF (2015) stated that access to primary education is not a privilege that society grants to children; it is a duty that the society fulfils to all children. African Union (2014) described access to education as making primary schooling sufficiently available to enrol each child. Access to basic education was originated in the human rights and development ambitions which are the progressive vision and goals of Education for All (EFA) and the Millennium Development Goals (MDGs).

Even though the conceptual framework of Education for All is broad in terms foreseeing education beyond imparting information, its implementation is greatly reduced to access. The principle of access emphasizes the need to plan basic education to be accessible to all children, based on the needs of the people and the society at a given place and time under prevailing cultural, political and economic circumstances (Jalbout, 2015, Haque, Nasirin, Yesmin & Biswas, 2013 and Pritchett, 2011). However, Bridget and Ifeyinwa (2016) posit that the principle of access is applied when a government decides that basic education should be provided to all those who wish to attend schools and who are likely to benefit and have the ability to do so.

Various scholars contributed on the issue of access to basic education, however, most of them centred on the need to make basic education not only free but also to eliminate other costs and obstacles that hampers access. Chimombo (2015) argued that the central issue in the universal basic education policies which aimed at promoting free basic education can only be effective if the costs has been truly reduced for the parents instead of hiding costs by simply substituting tuition fees with other types of parent contributions.

Huisman and Smits (2009) are of the opinion that simply abolishing costs is probably not enough to promote universal access; to them there are other hindrances such as economic and culture that keep some groups out of school even if access is truly free, the remaining obstacles must be tackled through policies and advocacy.

Nicolai and Hine, 2015, Jalbout, 2015, Biermann, 2016 & Nakabugo, 2011, have argued that to achieve the objective of ensuring access to basic education; policy makers must provide numerous rudiments of access to school and work with researchers to continue to develop new ways to identify impediments to access. Moreover, several areas of concern have to be identified in relation to involvement in schooling in the basic education programme such as its financial cost to families, the perceived limited value of education in adulthood (Taole 2014, FRN 2014, Sayed and Motala 2012, & Rolleston, 2011). In this regard, the United Nations Development Group (UNDG) (2013), stated that other costs related to schooling, including the imposition of a levy such Parent-Teacher Association fees, the cost of uniforms and textbooks that deter poor students from regularly attending schools should be eliminated in order to ensure effective access to basic education. However, researchers have pointed out some barriers to access to basic education. According to Putter (2015), the constraints in access to education include lack of access and utilisation, such as low enrolment rates, high dropout rates, and gender disparities, as well as school quality issues, such as lack of infrastructure and resources and quality of teachers. Socio-economic related issues also contribute to educational outcomes, others include inadequate nutrition, poor health and poverty that prevent uptake of education opportunities. With these barriers, access to education opportunities still eludes many people despite universal state obligations to enhance it.

Review of Empirical Studies

A number of studies have been carried out in different parts of the world on factors affecting access to basic education and enrolments into basic education programme. Although most studies have focused on factors affecting dropping out of schools (Pryor & Amphiah, 2012). The various studies have identified different factors affecting access to education ranging from individual to institutional factors (Natriello, 2002, Nicaise, 2000). Some of the individual factors include: the people's worldview among others. Jones (1992) argues that all people have a worldview shaped by their lived experiences which helps them to make sense of their surroundings and ultimately determine their actions. Worldviews are believed to be products of culture. These various cultural aspects will determine who may access education or not. Adeyemi (2012) carried out a research on enrolment analysis and teachers requirement for the Basic Education Programme in Kwara State. He came out with the conclusion that Nigeria is not fully prepared for UBE. His research also revealed that the number of teachers does not match with the required number; he also stated that not much has been achieved in UBE Programme. In a similar study, Adeyemi and Adu (2010) conducted a research on the analysis of enrolment and availability of physical facilities for UBE programme in Ekiti State; the research revealed that, the provision of physical facilities was very low and it does not match with enrolment growth of pupils in Primary and Junior Secondary Schools in Ekiti State and the social demand for education among the pupils was high. Although, the progression rate was high, the extent of provision of physical facilities was low.

On a different focus; Onyeike and Angela (2011) conducted a research with the purpose of investigating the number of girl-child enrolment into Primary Schools as this could be necessary for achieving UBE programme which is one of the targets of the eight Millennium Development Goals in Ebonyi State. The study discovered that the enrolment of girl-child to primary education in Ebonyi State is low and calls for concern. Places where yearly primary school enrolment of girl-child increases only by a little above a thousand over 7 years period shows a very slow increase rate indicate a crawling progress in educational sector.

This research intends to fill the gaps left by the aforementioned studies; however, from the best knowledge of the researcher, there is no research carried out on the impact of SDGs implementation on basic education in Bauchi State; especially in the areas of basic education and reproductive health. This research

would therefore be very unique and of significance by serving as a bridge of the gap of knowledge that exists in respect of such issues not extensively addressed by previous studies.

III. METHODOLOGY

This research adopts a survey research method. This method focuses on population in which data collected from the said population are used for intensive study and analysis. A sample from a subset of population is carefully selected to represent the characteristic of the population. This provides the opportunity to generalize the findings of the study for the whole population.

Sources and Methods of Data Collection

Both the primary and secondary sources of data will be used in this research.

Primary Source: the data will be gathered through the instruments of questionnaire, interview and observation.

Secondary Data:

Secondary data to be used in this study include; Government publications from the National Bureau of Statistics, publications from SDGs office Bauchi State, records from State Universal Basic Education Board (SUBEB) Bauchi State and the like such as Textbooks, Journals, Conference Papers and Seminar Papers among others. The use of internet for online materials such as published articles and journals, unpublished materials, Bulletins on SDGs, National Demographic and Education Survey Reports, reports by UNICEF on basic education programme in Nigeria among others.

Population and Sample Size

The population of this study constitutes the people of the three Local Government Areas in Bauchi State, which includes Shira, Ningi and Alkaleri Local Governments. According to NPC & NBS (2017), the 2016 estimated population of these six Local Governments under study is 1,332,300.

Table 1: Population of the Local Governments under study

Local Government Areas	Population	Percentage
Alkaleri Local Government	461,200	34.6%
Ningi Local Government	542,300	40.7%
Shira Local Government	328,800	24.7%
Total	1,332,300	100

Sourced: Field Survey 2020

In determining the sample size, the study employed the Krejcie and Morgan formula (1970). Therefore, the Sample size for the study is 384. Therefore, the sample size was allocated proportionally among the three LGAs base on their population; a total of 133 questionnaire will be administered in Alkaleri LGA, Similarly, 156 questionnaire will administered in Ningi LGA, whereas 95 questionnaire will be administered in Shira LGA.

Sampling Techniques

For the purpose of this research, stratified sampling technique will be applied. The population under study will be divided in to strata.

Administration of Questionnaire

Two sets of questionnaires will be administered; one to the Primary School Teachers, another to the women of reproductive age and lastly Parent of pupils who completed basic education. The questionnaires will be self-administered by the researcher with the aid of research assistants. These questionnaires consisted of fixed alternative (close-ended) questions. The adoption of this was due to the fact that, respondents will find it easy to answer such form of questions and it allowed them to answer many questions within limited time.

Method of Data Analysis

In this study, both the qualitative and the quantitative methods of data analysis will be employed; two types of analyses would be carried out on the data collected. These included: descriptive statistics analysis using simple percentages in analysing and interpreting the data collected.

Testing of Hypothesis

For the purpose of testing the hypothesis earlier formulated; inferential statistical tool of analysis of Pearson Chi-square was adopted using SPSS computer package in testing the hypothesis.

Result Interpretation

The decision rule in using the X^2 distribution for testing hypothesis is as follows: Accept the null hypothesis (H_0) if X^2 calculated value is less than X^2 tabulated value using degrees of freedom at 0.05 level of

significance and reject the alternative hypothesis (Ha). However, if X^2 calculated value is greater than X^2 tabulated value; then, reject the null hypothesis (H0) and accept the alternative hypothesis (Ha).

IV. DATA PRESENTATION AND ANALYSIS

This section deals with data presentation and analysis. The primary data collected through the use of questionnaire were analysed using tabular presentation and simple percentage.

Access to Basic Education

Table 2: Perception of the Respondents on Access to Basic Education

Enrolments into Basic Education Programme	Strongly Agree (SA)		Agree (A)		Undecided (UD)		Disagree (D)		Strongly Disagree (SD)		Total	
	F	P	F	P	F	P	F	P	F	P	F	P
Construction of Classrooms in Primary and Junior Secondary Schools under SDGs Programme has improved access to basic education.	60	30.8	103	52.8	3	1.5	20	10.3	9	4.6	195	100
Renovation of Classrooms in Primary and Junior Secondary Schools under SDGs Programme has improved access to basic education.	63	32.3	93	47.7	4	2.1	28	14.3	7	3.6	195	100
Supply of Class room furniture and Instructional Materials in Primary and Junior Secondary Schools has increased access to education.	32	16.4	108	55.4	5	2.6	36	18.4	14	7.2	195	100
Access to basic education has improved due to implementation of SDG 4.	51	26.1	111	56.9	5	2.6	23	11.8	5	2.6	195	100
Total	345	25.3	693	50.8	43	3.1	210	15.4	74	5.4	1365	100

Source: Field Survey, 2021

From the table above, we can see that the responses of parents of pupils, Junior Secondary School teachers, officials/members of School Based Management Committees (SBMCs) indicated that construction of classrooms in Primary and Junior Secondary Schools under SDGs Programme has improved access to basic education programme in the study area. 52.8% of the sampled respondents, representing the majority, affirmed the assertion. In the same vein, 30.8% of the respondents opted for the view of the majority by indicating their strong agreement with the claim. Conversely, 10.3% and 4.6% of their counterparts have a contrary view as they disagreed and strongly disagreed with the assertion, while the remaining 1.5% of the respondents were undecided.

More so, on the issue of whether or not renovation of classrooms in Primary and Junior Secondary Schools under SDGs Programme has improved access to basic education, the responses shows that 47.7% of the respondents, with overwhelming majority, agreed with the postulation. In the same vein, 32.3% of the respondents strongly agreed with the assertion. While on the contrary view, only 14.3% of the respondents disagreed and 3.6% of the total respondents strongly disagreed. However, the remaining 2.1% were undecided.

In addition, on the issue of whether or not supply of class room furniture and Instructional Materials in Primary and Junior Secondary Schools has increased access to basic education, 55.4% of the respondents, constituting the majority, agreed. In similar vein, 16.4% of respondents strongly agreed with this declaration

too. On the contrary view, only 18.4% and 7.2% of the respondents disagreed and also strongly disagreed respectively to the claim that supply of class room furniture (Desks) and Instructional Materials in Primary and Junior Secondary Schools has increased access to basic education. While, 2.6% of the respondents were however, undecided.

Furthermore, the respondents were also asked to indicate their level of agreement on the assertion that, there has been an increase in access to basic education as a result of the implementation of SDG 4, 56.9% and 26.1% of the respondents, which constitute the majority, overwhelmingly agreed and strongly agreed, respectively, on the postulation that access to basic education has improved as a result of the implementation of SDG 4 in the study area. On the other side, 11.8% and 2.6% of respondents disagreed and strongly disagreed, respectively, on the premise that access to basic education has improved while 2.6% of respondents were undecided.

The overall total of the responses on access to basic education indicates that 25.5% and 50.8% of the respondents which constitutes the majority, agreed and strongly agreed respectively to all the assertions. However, on the contrary view, only 15.4% and 5.4% of the respondents disagreed and also strongly disagreed respectively to the claims. While, 2.6% of the respondents were, however, undecided.

Therefore, we can extrapolate from the foregoing responses, that the implementation of SDG 4 has increased access to basic education programme in the study area. Similarly, the interview responses have concurred with that questionnaire as the informants revealed that the establishment of more primary schools has improved access to basic education programme. More so, some of the interviewees added that the provision of furniture and instructional materials to Primary and Junior Secondary Schools, as well as the construction of toilets and boreholes in schools, has improved conducive atmosphere for teaching and learning by extension motivated the pupils to remain at school during study hours.

Test of Hypothesis

The null hypothesis earlier postulated was tested using correlation and regression analyses. However, the decisions on the significant effect was based on 5% level of significance.

H₀₁: Implementation of SDG 4 has no significant impact on access to basic education programme in Bauchi and Gombe States.

Table 3: Model Summary of Regression on Access to Basic Education Programme

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908	.825	.822	.16572

Source: Computed from the data collected using SPSS

As indicated in the table 3 above, the correlation coefficient shows that there is a strong and positive relationship between the implementation of SDG 4 and access to basic education in Bauchi and Gombe states, with (R = 0.988). R – Square, the coefficient of determination is 0.825 signifying that 82.5% of the total variation is explained by the changes in the independent variable, which shows that implementation of SDG 4 has improved access to basic education by 82.5%. The positive relationship reveals that they have a parallel relationship, indicating that an increase in one variable (implementation of SDG 4) may lead to an increase in the other variable (access to basic education). The adjusted R-square value of 0.882, indicates that implementation of SDG 4 has really impacted positively on access to basic education by 82.2% with an estimated standard error of 0.166, which is not considered to affect the result above.

Analysis of Variance (ANOVA)

Table 4: Analysis of Variance (ANOVA) on the Responses on Access to Basic Education

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	208.687	1	208.687	48311.064	.000
	Residual	.834	193	.004		
	Total	209.521	194			

Source: Computed from the data collected using SPSS

The value of ANOVA as indicated in the table 4 above has justified regression analysis as shown in the table 3, as the measure of the reliability of the regression result above shows that implementation of SDG 4 has increased access to basic education in Bauchi and Gombe States. This is justified by the value in ANOVA as the P – value is less than the level of significance (P value = 0.000 < 0.05), hence impacted positively. The adjusted R – Squared value is 82.2%, which also shows that there is a close relationship between the dependent and

independent variables, indicating the actual percentage of variation explained by the set of independent variables that actually affect the dependent variable.

Coefficients

Table 5.5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.154	.017		9.060	.000
	Access to Basic Education	.857	.004	.998	219.798	.000

Source: Computed from the data collected using SPSS

The table 4 above represents the result regression analysis which shows that the impact of the implementation of SDG 4 on access to basic education programme yielded a significant beta weight of $\beta_1 = 0.857$ with its corresponding t-value which is statistically significant as the P – value is less than the level of significance ($P = 0.000 < 0.05$) which forms the basis of rejecting the null hypothesis. This concludes that the implementation of SDG 4 has a significant positive impact on access to basic education in Bauchi and Gombe states.

Major finding

Based on the data presented, analysed and the hypotheses tested, the following are the major findings of this research: Implementation of SDG 4 has a significant positive impact on access to basic education programme in Bauchi state.

V. CONCLUSION & RECOMMENDATION

From the data presented and analysed as well as the hypotheses tested, the study concludes that implementation of SDG 4 has improved human development in Bauchi State. However, the hypotheses tested have indicated that the implementation of SDG 4 has significantly improved access to basic education and enrolment into basic education programme in the study area.

In view of the findings and conclusions made in this study, the following recommendations have been proffered: In spite of the increase in access to basic education programme in the study area, the Government of Bauchi and Gombe States should intensify their efforts by establishing more Primary and Junior Secondary Schools, construction and renovation of classrooms in existing Primary and Junior Secondary Schools, provision of classroom furniture and instructional materials, regularly organize training/capacity building with a view to improve access to basic education as the population in the study area is growing rapidly.

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