

Impact of Millennium Development Goals on Universal Basic Education in Bokkos Local Government: Motivation for Teachers Confidence Behavior

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Abstract. The objective of this research work was to examine the impact of millennium development goals on the achievement of universal primary education in Bokkos local government area of plateau state. A cross sectional survey otherwise known as sample survey was used as the design for the study. A sample of 400 hundred students was drawn from the population of the study through simple random sampling technique. An instrument called Contribution of Millennium Development Goals to Universal Basic Education Questionnaire (CMDGQ) was used to collect data from the 400 sampled students out of the population. Descriptive statistics was used to analyzed the research questions while the hypotheses were tested at 0.05 level of significance using t-test statistical technique. The statistical package for social sciences (SPSS) was used to run the descriptive statistics and test the research hypotheses. The findings of from the study reveal that the participation of millennium development goals to universal basic education is not adequate and there was no significance difference between the impact of millennium development goals and universal basic education boards to universal basic education schools in infrastructural facilities. The study recommended that millennium development goals as well as universal basic education boards should increase their involvement in universal basic education for better attainment of economic development.

Keywords: Millennium Development Goals, Universal Basic Education, Confidence Behavior.

1. Introduction

Undoubtedly, universal basic education (UBE) has been an issue of concern in millennium development goals (MDGs). The universal basic education program aims at providing its beneficiaries with knowledge, attitude and skills that will help them to leave a meaningful life and contribute in the development of all sectors in the country that is educational sector, economic sector, agricultural sector, etc. thereby guaranteeing economic development.

The MDGs has played a vital role in improving the basic education programs in various ways providing the school libraries, computers, text books, information and communication technology, the school furniture, building of classroom and offices. Huma (2008) posits that the MDGs have contributed to training and retraining of teachers to acquire effective knowledge towards the development of UBE sector and to the educational sector in general. To address the problem of UBE and to promote development of same, the MDGs declaration was adopted in 2000 at the largest ever gathering of heads of states committing countries both rich and poor to do what they can do to eradicate poverty, to promote human dignity and equity and achieve peace, democracy and environmental stability.

Literatures explained that the goals include those dedicated to eradicating poverty achieving universal basic education, promoting gender equity and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other communicable or transmitted disease, ensuring environmental stability and developing global partnership for development (Oleriba & Tailor-Robinson 2016; Ajiye 2014; Aluede 2006). These happen through the assistance of MDGs rendered to schools through learning facilities provided to enable teachers perform their teaching effectively thereby making students have the knowledge and ability necessary to eradicate poverty through what they learn in science, vocational and technical courses.

Education, endless to say, is a priority in every well-meaning society. Thus, Brown and Park (2006) referred to it as a major force to economic intellectual, social and cultural empowerment. Its value in bringing about character and attitudinal change ranks as important as its ability to reshape human potential for desired development. Due to the importance attached to education, millennium development goals deem it necessary to assist universal basic education to achieve its educational goals.

Federal government of Nigeria faces the challenges of meeting the MDGs and believes that the attainment of the goals would not be put in place as long as the human and material resources of the country remained untapped (Olabode, Adeigbe, Kayode & Owonibi 2014). One of the strategies adopted by the country in her multi-pronged approach towards attaining these goals and meeting the needs of empowering people is through education. Investment in any form of education however can only have the intended impact if there are more trained and competent teachers in the aspects of both soft and hard skills.

Universal Basic Education UBE program was launched in the country in 1998 and passed into law in 2004 as one of the strategies aimed at implementing the millennium development goals Igbuzor (2006). Before the commencement of the scheme, the Nigeria

education structure composed six years of primary education, three of junior secondary, three of senior secondary and four of tertiary institution or education. Primary education was free, but not compulsory. Although, Universal Primary Education (UPE) was launched nationwide in 1976 even before the world leaders established it as one of the MDGs. Limited success achieved as attendance was not made compulsory for pupils of school-going age with the passage of the UBE. Act all tiers of government in the country are mandated to provide free compulsory nine-years universal basic education of primary and junior secondary school age. Parents are required to ensure that they register for complete basic education, aside these are sanctions for parents who do not comply (Wokocha & Onuchunwa, 2001). In addition to the tuition, Obong (2006) is of the view that the act for free services in all public primary and junior secondary schools as it is also encompassing programme for early childhood care, adult literacy programmes, special programmes for nomadic population and various non-formal programmes for children and youth who are out of the school. Effective implementation of these programmes in the country will surely go a long way, towards achieving the first Millennium Development Goals (MDGs) goals and strategies.

The cardinal objectives of universal basic education according to Obonya (2001) are to eradicate illiteracy or reduce the rate of illiteracy as well as enhance development. Olorunyomi (2014) explained that UBE is confronted with some problems such as inadequate classrooms, laboratories, library buildings and materials, information and communication facilities, shortage of manpower and a host of others. The situation may be prevalent in the current study area. The increase magnitude of these menace is affecting not only the educational development of the child but also the entire educational development. The consequence of these unwholesome practice is that adolescence that are the target group of universal basic education are involve in crises and drug intake, these practices inhibits economic development. The findings of this study is hoped to provide framework for organizing seminars, workshops

for retraining teachers on the use of infrastructure and instructional materials provided by Millennium Development Goals (MDGs) in the basic education sector. The finding of the study will also encourage UBE school teachers and administrators to see the relevance of infrastructure and instructional materials. In addition, it is hoped that, findings of this study will remind the government, Universal Basic Education Board and Ministry of Education of their responsibilities in providing all forms of infrastructure and instructional materials to support the UBE schools in the Local Government Areas and the State in general.

The purpose of this study is to evaluate the impact of Millennium Development Goals in providing motivation for teachers' confidence behavior in achievement of the Universal Basic Education in Bokkos Local Government Area of Plateau State. Specifically, the objectives of the study include the following: --

- To find out if infrastructures have been put in place for the successful implementation of the programme by Millennium Development Goals (MDGs) and,
- to investigate the extent to which teachers exhibits confidence behavior in the usage of instructional materials in the school by MDGs.

The following research questions were put forward for guiding this study:

- To what extent has the Millennium Development Goals contributed in the capacity building of the teachers through workshop/seminars in UBE schools in Bokkos Local Government Area of Plateau State?
- To what extent has the Millennium Development Goals contributed in infrastructural development in UBE schools in the study area?

The following hypotheses were postulated to guide the study:

- There is no significant difference between the Millennium Development Goals and Universal Basic Education Board in teachers capacity building through workshop/seminar in the study are.
- There is no significant difference between the Millennium Development Goals and the State Universal Basic Education board in the provision of infrastructure and instructional materials in UBE schools in Bokkos Local Government Area of Plateau State.

2. Methodology

The research design used for the study is a non-experimental survey design, specifically the cross-sectional research design. This requires that data are collected at a time, from sample for describing the population presented by the sample (Awotunde and Ugodulunwa 2004).

The target population for the study comprises all Universal Basic Education Upper Basic (Junior Secondary Schools Three students in Bokkos Local Government Area of Plateau State. Hence, a sample of the study consisted of 400 students as respondents from the population selected from 1680 students across the ten UBE schools in Bokkos Local Government Area.

In some schools the sample size selected was higher than other, because some schools have high population; so sample selected was high and where the population is low the sample was low as explained by Creige and Morgan (1956). Sample was selected from only UBE JSS 3 schools because of similarities, such as the calendar use, sport and other outdoor activities. The researcher used probability proportionate random sampling technique. The sample is as shown in table 1.

Table 1: Sample Schools with Population and Sample Size

S/N	Sample of School	No. of Students	Sample of Respondents
1.	GSS Kopyal	300	70
2.	GSS Bokkos	300	70
3.	GSS Horop	200	50
4.	GSS Garah	120	30
5.	GSS Richa	100	25
6.	GSS Manguna	200	50
7.	GSS Daffo	220	60
8.	GSS GAwarza	80	15
9.	GSS Masharkut	80	15
10.	GSS Taranyol	80	15
	Total	1,680	400

The instrument used for data collection was developed by the researcher. The questionnaire tagged Contribution of MDGs to UBE Questionnaire (C.M.U.Q). The questionnaires were administered to students in the selected schools. The instrument was used to obtain information on the role of Millennium Development Goals (MDGs) to Universal Basic Education (UBE) in education sector. Four points rating scale Likert type of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) was used to rate the students' responses to the questionnaire items. The reliability of the instrument was determined using Cronbach Alpha method of establishing reliability (measure of internal consistency) and the instrument reliability was found to be 0.89. The independent sample deviation method was used to answer the research questions while t-test of independent was used to test the hypotheses.

3. Results

The study is an evaluation of the impact of millennium development goals on the achievement of universal basic education in Bokkos local government area, plateau state. The results obtained from this study are presented according to research questions and hypotheses that guide the study.

Research Question One

To what extent has Millennium Development Goals contributed in the capacity building of teachers through workshop/seminar in UBE schools in Bokkos LGA?

Table 2: Percentage Table showing respondent on the training of Teachers in UBE Schools.

Responses	SA	A	D	SD	Total
Frequency	115	101	92	83	391
Percentage (%)	29	26	24	21	100

Table 2 above shows that 29% strongly agreed, 26% Agreed, 24% Disagreed, and 21% strongly disagreed. The percentage of Agreed is 55 and Disagreed is 45.

Research question one shows that the responses of students on teachers trained Millennium Development Goals (MDGs) 29% Strongly Agreed that the Millennium Development Goals has contributed in the training of teachers through workshop seminars, 26% Agreed on training teachers, 24% Disagreed that MDGs has not contributed in training of teachers through workshop/seminars. 21% Strongly Disagreed that MDGs has not contributed in the training of teachers in Bokkos Local Government Area (LGA) of Plateau State. In summary, 55% agreed while 45% disagreed. This shows that Millennium Development Goals has contributed in training of teachers through workshops/seminars in UBE schools in Bokkos Local Government Area of Plateau State.

Research Question Two

To what extent has the Millennium Development Goals contributed in infrastructural development in UBE schools in Bokkos Local Government Area of Plateau State?

Table 3: Percentage Table showing the responses of students in the infrastructure contribution of MDGs.

Responses	SA	A	D	SD	Total
Frequency	101	98	84	110	391
Percentage (%)	26	25	21	28	100

Table 3 shows that 26% Strongly Agreed, 25% Agreed, 21% Disagreed and 28% strongly disagreed. The total percentage of Agreed is 51% and Disagreed is 49%.

In research question two; the result shows that responses of students on contribution of Millennium Development Goals (MDGs) by provision of infrastructural facilities and instructional materials to UBE schools. 26% strongly Agreed that the MDGs has contributed to the development of UBE schools by provision of instructional facilities and instructional materials. 25% agreed with the contribution of the MDGs to UBE schools, 21% disagreed on the contribution of the MDGs to UBE schools, 28% has strongly disagreed on the contribution of MDGs to the UBE schools in Bokkos Local Government Area of Plateau State. In summary, 51% agreed while 49% disagreed. This shows that the MDGs has contributed to UBE schools by providing UBE schools with infrastructural facilities and instructional materials such as building of classrooms, toilets, computers, ICT, and boreholes. The analysis shows that there is need for MDGs to put more effort in assisting UBE schools in Bokkos Local Government Area of Plateau State as there was no clear margin among the respondents on the contribution of MDGs to schools in Bokkos LGA of Plateau State.

Research Hypothesis One

There is no significant difference between the Millennium Development Goals and Universal Basic Education Board in the training of teachers through workshop/seminar in UBE schools in Bokkos Local Government Area of Plateau State.

Table 4: Summary of t-test on the relationship between MDGs and State Universal Basic Education Board in Training of Teachers.

Category	Responses	Df	Calculated t	Critical t $\alpha = 0.05$
MDG	215	18	0.63	2.101
UBEB	176			

t = calculated value 0.63

t = table value 2.101

The result of hypothesis one in table 4 shows that the calculated t-test is 0.63 and the table value is ($\alpha = 0.05$) is 2.101. The table value is greater than the calculated t-value, for this reason the null hypothesis was not retained. This implies that there is no significant difference between the contribution of Millennium Development Goals MDGs and the Universal Basic Education Board in training of teachers through workshop/seminars in UBE schools in Bokkos LGA of Plateau State. This finding is consistent with findings of Olorunyomi (2014) Having found out that there is significant relationship between MDGs and Universal Primary Education.

Research Hypothesis Two

There is no significant difference between the Millennium Development Goals and the Universal Basic Education Board in the provision of infrastructure and instructional materials in UBE schools in Bokkos Local Government Area of Plateau State.

Table 5: Summary of table t-test on the relationship between Millennium Development Goals and the Universal Basic Education Board in provision of Infrastructure development in Schools

Category	Responses	Df	Calculated t	Critical t $\alpha = 0.05$
MDG	207			
		18	0.5	2.101
UBEB	184			

Critical value = 0.5

Critical $\alpha = 0.05 = 2.101$

The result of hypothesis two in tables 5 shows that the calculated t-value is 0.50 and the table value (at $\alpha = 0.05$) is 2.101, the table value was greater than the calculated value, for this reasons the null hypothesis was accepted, which implies that there is no significant difference between Millennium Development Goals and Community base or PTA in infrastructural development or poverty eradication in Universal Basic Education Schools in Bokkos Local Government of Plateau State, supporting the findings from Aluede (2002)and that of Omeje and Ogbu (2014).

4. Summary of Findings

The purpose of the study was to determine the impact of Millennium Development Goals in the achievement of Universal Basic Education Schools in Bokkos Local Government Area of Plateau State. The following findings were revealed:

- The Millennium Development Goals (MDGs) has contributed in training of Universal Basic Education teachers through workshop and seminars in Universal Basic Education schools in Bokkos Local Government Area of Plateau State.
- The Millennium Development Goals contribution to the development of Universal Basic Education was positive.
- The communities have contributed immensely in the development of Universal Basic Education schools in

Bokkos Local Government Area of Plateau State.

- The State Universal Basic Education Board has contributed immensely by providing infrastructure and instructional materials for effective teaching and learning to UBE schools in Bokkos Local Government Area of Plateau State.

5. Conclusion

Based on the finding, the following conclusions were drawn; The Millennium Development Goals (MDGs) has impact in training of Universal Basic Education teachers through workshop/seminars to make teachers productive and update methods of teaching. And, Community is also contributing in provision of Universal Basic Education schools with infrastructural facilities to facilitate learning in Bokkos Local Government Area of Plateau State.

6. Recommendations

Based on the findings of this study the following recommendations were made:

- There is the need for public awareness about the importance of western education because of the current trend of hatred of western education by some communities. There is the need of radio and television station to gear up campaign about the importance of

western education. Politicians, traditional rulers, groups or individuals should assist in the developmental project in Universal Basic Education schools in their communities for effective teaching and learning activities.

- In view of the findings of this study; the researcher hereby recommends that workshop/seminars should not just be organized often to retrain teachers of Universal Basic Education schools to be productive, but there should be a periodic follow up activity to ensure that the teachers are putting their training to practice.
- Team work should be organized by member of the communities where there is Universal Basic Education schools to enhance effective teaching and learning activities.

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