**THE ASSESSMENT OF THE IMPACT OF SDGS ON THE DEVELOPMENT OF PRIMARY EDUCATION IN MINNA, NIGER STATE**

**ABSTRACT**

This study aimed to evaluate the influence of sustainable development goals on the advancement of primary education in Minna, Niger State. This study focused on analysing the effects of sustainable development goals on primary education in Minna, Niger state. It aimed to explore the connection between sustainable development goals and the development of primary education in Minna, Niger State. Additionally, it aimed to gain insights into the obstacles encountered in the implementation of sustainable development goals for primary education in Minna, Niger State. The data for this study was obtained through the use of questionnaires that were given to the study participants. The study employed descriptive statistics to analyse and interpret the responses obtained from the study participants. In addition, the hypothesis was evaluated using the chi-square statistical tool. This study suggests that to ensure the enrollment and educational progress of every child in the primary age group, it is crucial for international efforts to be directed towards overcoming the significant challenge known as the "last-mile" obstacle. This challenge involves addressing the needs of the most vulnerable children, while also enhancing the quality of primary education.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background to the Study**

It is commonly acknowledged that education is a key component of sustainable development and that it is essential for reducing poverty, advancing social inclusion, and stimulating the economy (UNESCO, 2015). Within the given context, it is worth noting that the United Nations, in the year 2015, took the initiative to adopt what is known as the Sustainable Development Goals (SDGs). This particular framework serves as a comprehensive approach to tackle various global challenges and ultimately attain sustainable development by the year 2030, as stated by the United Nations in their official documentation (2015).

The Sustainable Development Goals (SDGs) were officially implemented in January of 2016. This comprehensive framework, established by the United Nations Development Programme (UNDP), serves as both a policy guideline and a funding programme for the subsequent fifteen-year period. The aforementioned goals are intended to be achieved collectively by all member nations, which currently amount to 189 countries, within the timeframe of 2030. The Sustainable Development Goals (SDGs), commonly referred to as the Global Goals (CGs), are meticulously designed to effectively eradicate poverty, safeguard the environment, and guarantee universal peace and prosperity for all individuals. The objectives, totaling 17 in quantity, have been derived from the preceding set of objectives known as the Millennium Development Goals (MDGs).

SDG 4, with its specific focus on education, endeavours to achieve the noble objective of guaranteeing inclusive and equitable quality education, while also promoting lifelong learning opportunities for all individuals (United Nations, 2015, p. 9). The objective underscores the paramount importance of primary education as a fundamental basis for continuous learning and underscores the imperative to enhance the availability of high-quality education for every child, with a particular focus on those residing in marginalised communities.

As per the United Nations, the elements that synergistically collaborate to yield sustainable development encompass economic development, social development, and environmental protection (UN General Assembly, 2005). In order to achieve the desired results, it is imperative for a government to conceptualise, plan, and implement these three elements in unison. Thus, sustainable development possesses a moral dimension that necessitates a profound sense of responsibility from both the leader, namely the government, and the follower, namely the citizen.

Within the realm of primary education, it is crucial to acknowledge that the initial years of schooling serve as the bedrock upon which a child's subsequent learning and development are built. The provision of quality primary education is of utmost importance as it imparts fundamental skills in literacy, numeracy, and critical thinking to children. These skills are indispensable for their future success in higher levels of education and their ability to make meaningful contributions to society.

Minna, a region situated in Niger State, Nigeria, is confronted with a multitude of socio-economic challenges, one of which pertains to the limited availability of high-quality education (World Bank, 2019). The state of primary education in Minna has been significantly impacted by various factors, including but not limited to, a lack of adequate infrastructure, insufficiency of learning materials, and a scarcity of qualified teachers (Oduwole, 2018). Hence, it is of utmost importance to evaluate the influence of Sustainable Development Goals (SDGs) on the advancement of primary education in Minna, Niger State. This assessment will enable us to comprehend the strides that have been made and pinpoint specific domains that necessitate additional focus and intervention.

Through a comprehensive evaluation of the impact of Sustainable Development Goals (SDGs) on the development of primary education in Minna, Niger State, this scholarly study endeavours to offer valuable insights into the efficacy of sustainable development initiatives in enhancing educational outcomes. These insights have the potential to provide valuable guidance for policy-making and the development of intervention strategies aimed at effectively addressing the current challenges and improving the overall quality and accessibility of primary education in the region.

**1.2 Statement of the Problem**

The implementation of sustainable development goals has resulted in a modest rise in the enrollment of children in primary schools. Nevertheless, it is imperative to acknowledge that mere access to education does not inherently ensure access to education of high quality. Thus, it is evident that there remains a noteworthy milestone yet to be attained in the pursuit of realising the Sustainable Development Goal (SDG) pertaining to the provision of high-caliber education. This phenomenon is clearly manifested in the insufficiency of educational amenities that are indispensable for optimal acquisition of knowledge, exemplified by the absence of properly ventilated classroom structures. Moreover, it is imperative to note that the inadequate allocation of funds to primary schools presents a significant obstacle in the pursuit of the Sustainable Development Goals (SDGs). Henceforth, the central issue elucidated in this scholarly investigation pertains to the evaluation of the ramifications of sustainable development goals on the advancement of primary education in Minna, a region located in Niger State, Nigeria.

**1.3 Objectives of the Study**

The main objective of this study is to assess the impact of sustainable development goals on the development of primary education in Minna, Niger State.

The specific objectives are to:

1. Examine the impact of sustainable development goals on primary education in Minna, Niger State.
2. Investigate the relationship between sustainable development goals and primary education development in Minna, Niger State.
3. Understand the challenges faced in implementing sustainable development goals for primary education in Minna, Niger State.
	1. **Research Questions**

The following are the research questions for the study:

1. What is the impact of sustainable development goals on the development of primary education in Minna, Niger State?
2. How do sustainable development goals relate to the development of primary education in Minna, Niger State?
3. What are the challenges encountered in implementing sustainable development goals projects for primary education in Minna, Niger State?
	1. **Research Hypotheses**
4. **H01:** There is no significant impact of sustainable development goals on the development of primary education in Minna, Niger State.
5. **H02:** There is no significant relationship between sustainable development goals and the development of primary education in Minna, Niger State.
6. **H03:** There are no significant challenges in the implementation of sustainable development goals projects for primary education in Minna, Niger State.
	1. **Significance of the Study**

The study of the impact of Sustainable Development Goals (SDGs) on primary education development in Minna, Niger State holds significant importance for several reasons.

1. **Contribution to the Understanding of Sustainable Development Initiatives in Education:** This study assesses the impact of sustainable development initiatives on primary education in Minna, providing evidence of progress and challenges in implementing SDG 4.
2. **Relevance for Policy Formulation and Intervention Strategies:** This study will inform policy formulation and intervention strategies by identifying the unique challenges faced in Minna and guiding targeted policies and interventions to improve infrastructure, teacher training, and learning resources.
3. **Significance in Academia and Research:** The study will contribute to academic research on education and sustainable development, enhancing the understanding of the linkages between sustainable development and educational outcomes.
4. **Empowerment of the Local Community:** It will empower the local community by amplifying their voices and providing evidence-based information to drive positive change and improve educational opportunities for children in Minna.
	1. **Scope of the Study**

This study focuses on the impact of sustainable development goals (SDGs) on the development of primary education specifically in Minna, Niger State, Nigeria. It examines the relationship between SDGs and primary education outcomes, identifies the challenges faced in implementing SDG projects, and provides insights into policy formulation and intervention strategies. The study primarily considers primary education within the geographical scope of Minna, Niger State.

* 1. **Operational Definition of Terms**

To ensure clarity and consistency in the study, the following terms are operationally defined:

**Sustainable Development Goals (SDGs):** Refers to the set of 17 global goals established by the United Nations in their 2030 Agenda for Sustainable Development. In this study, SDGs specifically refer to the goals related to education (SDG 4) and their implementation and impact on primary education in Minna, Niger State.

**Primary Education:** Refers to the initial stage of formal education, typically targeting children aged 6 to 12 years. In this study, primary education specifically focuses on the educational programs, policies, and practices targeted at children in Minna, Niger State, within the defined age range.

**Development of Primary Education:** Refers to the progress, improvements, and advancements made in primary education. It encompasses various aspects such as access, enrollment rates, retention, quality of teaching and learning, infrastructure, learning outcomes, and equity.

**Impact:** Refers to the effect or influence of sustainable development goals on the development of primary education. It can include changes and improvements observed in various educational indicators such as enrollment rates, student performance, educational infrastructure, teacher quality, and equity in educational opportunities.

**Challenges:** Refers to the obstacles, difficulties, or barriers encountered in implementing sustainable development goal projects for primary education. These challenges can include issues related to funding, infrastructure deficiencies, teacher shortages, socio-cultural factors, community contexts, and institutional limitations.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Introduction**

This chapter is to analyze the review of the related literature, conceptual framework and theoretical framework.

**2.2 Conceptual Framework**

**2.2.1 Concept of Primary Education**

The notion of primary education assumes a pivotal position in facilitating the advancement of a nation. Recognised as a fundamental human right, it serves as a cornerstone for personal and societal growth and well-being. It is imperative that every child is afforded the opportunity to receive a high-quality education that is firmly rooted in the principles of gender equality, as stated by UNICEF in 2006. According to Aluede in Bala and Murtala's (2021) scholarly work, primary education can be defined as an educational endeavour that incorporates fundamental aspects such as quality, quantity, and content, which are imparted during the initial phase of education. Conversely, Monyei (2017) posits that primary education can be understood as the fundamental acquisition of knowledge and competencies that enable individuals to live autonomously, without imposing undue strain on their respective communities. As per Monyei's analysis, it is observed that primary education and junior secondary education have been strategically formulated to provide a foundational level of education, thereby establishing a solid base for subsequent educational endeavours.

From the standpoint of the Federal Ministry of Education (2004), primary education encompasses a holistic approach that integrates formal, non-formal, and informal methodologies in order to stimulate and cultivate the multifaceted growth of human capacity. In the context of Nigeria, it is worth noting that the educational system has historically been structured in such a way that primary education has been commonly linked to a duration of six years. Nevertheless, it is worth noting that the scope of primary education has undergone a significant expansion, encompassing an additional three years of junior secondary school. With regard to the JONATEIN Declaration and the framework of action on education for all, it is recommended by the esteemed Federal Ministry of Education, Federal Republic of Nigeria (FRN, 2004) that the duration of primary education should encompass a period of nine years. This duration is to be divided into six years of primary education followed by an additional three years of junior secondary education. Moreover, it is imperative that the scope of the programme extends to include adult and non-formal education initiatives targeting individuals at the primary and junior secondary levels, with the intention of accommodating adults and out-of-school youths. In a similar vein, the Act of 2004 known as the Compulsory, Free, Universal Primary Education Act provides a definition for universal primary education. According to this Act, universal primary education encompasses various components including early childhood care and education, a nine-year period of formal schooling, adult literacy and non-formal education, skill acquisition programmes, as well as the education of specific groups such as nomads, migrants, girls, Almajiri (street children), and individuals with disabilities.

**2.2.2 Access to Primary Education**

The concept of access to primary education pertains to the provision of equal opportunities for all children, irrespective of their socio-economic status or personal circumstances, to be able to register for and partake in primary educational institutions. The statement encapsulates a multitude of dimensions that serve to guarantee equitable educational opportunities for every child.

One aspect to consider regarding access to primary education is the physical proximity to schools. It has been demonstrated through research that there exists a correlation between the geographical proximity of a child's residence to their educational institution and their level of accessibility to education (Baker, 2011). In rural and remote areas, the absence of proximate educational institutions can pose a considerable impediment to the process of enrolling and attending school. The endeavours aimed at enhancing accessibility encompass the construction of novel educational institutions in regions that are lacking in educational facilities, the establishment of transportation infrastructure to facilitate the movement of students, and the implementation of mobile schooling initiatives to cater to the educational needs of children residing in remote communities (United Nations, 2017).

Enrolment rates, my dear interlocutor, represent yet another pivotal facet when it comes to the concept of access. Financial limitations may serve as a hindrance to the enrollment of children in primary educational institutions, especially within socioeconomically disadvantaged communities (Lewin, 2016). The implementation of scholarships, fee waivers, and subsidies has proven to be efficacious in augmenting enrollment rates by alleviating the fiscal encumbrance experienced by families (World Bank, 2012). Furthermore, it is worth noting that community-based interventions, specifically conditional cash transfer programmes, have demonstrated favourable outcomes in terms of fostering enrollment and mitigating the occurrence of dropout rates (Filmer & Schady, 2009).

The pursuit of gender parity in primary education is a matter of utmost significance in the ongoing endeavours to enhance accessibility. The existence of gender disparities in education has been extensively documented in scholarly literature. It is commonly observed that girls frequently encounter more significant obstacles when it comes to both enrolling in and successfully completing their education (Lloyd, 2017). In order to tackle this issue, various interventions have been put into place. These interventions include the promotion of girls' education through the implementation of awareness campaigns, the establishment of safe and gender-responsive learning environments, and the addressing of cultural and societal norms that act as barriers to girls' education (UNICEF, 2017).

Equal opportunities for marginalised groups are of utmost importance in guaranteeing access to primary education. It has been observed that children hailing from marginalised communities, such as ethnic minorities, indigenous populations, and those with disabilities, frequently encounter supplementary obstacles when it comes to accessing education (UNESCO, 2017). The implementation of inclusive policies and practices that specifically target the unique needs of these groups has proven to be efficacious in enhancing their access. The aforementioned statement encompasses the provision of education that is attuned to cultural sensitivities, the modification of teaching methodologies to cater to a wide range of learning styles, and the elimination of obstacles that may arise from physical, social, and attitudinal factors (UNESCO, 2017).

**2.2.3 Access to Primary Education in Nigeria**

The primary objective of the Universal Basic Education programme is to guarantee that every child in Nigeria is afforded the opportunity to receive education that is both free of charge and mandatory, commencing from the early stages of childhood and extending to encompass primary and junior secondary school education. In accordance with Yahaya's (2012) definition, access is characterised as the state of being able to obtain or be granted admission to educational institutions. One could argue that it can also be perceived as the entitlement to utilise or derive advantage from a particular entity. In the realm of foundational education, the term "access" pertains to the auspicious occasion or entitlement of a particular juvenile to partake in a rudimentary educational curriculum. In their seminal work, Bello, Daramola, Yusuf, and Amali (2018) provide a comprehensive definition of access to basic education. According to these esteemed scholars, access to basic education encompasses the various strategies and measures implemented by educational institutions and policies to guarantee that all students are afforded equal and fair opportunities to derive maximum value from their educational experiences. The concept of access to basic education can be elucidated as the capacity for all children of school age to possess equitable opportunities for education, regardless of their societal status, gender, ethnic origins, or physical and cognitive impairments.

The concept of Access to Primary Education encompasses the crucial aspect of affording school-aged individuals the chance to partake in fundamental education. This is achieved through the establishment of educational institutions, the provision of an adequate number of competent educators, and the availability of instructional resources that facilitate the acquisition of essential skills such as literacy, numeracy, and life skills. In their scholarly work, Bridget and Ifeyinwa (2016) assert that the concept of access to primary education encompasses the imperative of ensuring that primary education is made readily available to all children, regardless of any disabilities they may have. The authors emphasise the comprehensive nature of access, which encompasses various dimensions including enrollment, completion, and affordability of primary education for children, irrespective of gender disparities or disabilities. According to UNICEF (2015), it is posited that the provision of primary education should not be perceived as a mere privilege bestowed upon individuals by society, but rather as an obligatory responsibility that society is obliged to discharge for the benefit of all children. The African Union (2014) expounds upon the notion of access to education, positing that it entails the provision of ample opportunities for every child to partake in primary schooling.

The notion of access to primary education can be traced back to the human rights and development objectives of Education for All (EFA) and the Millennium Development Goals (MDGs), both of which encapsulate a forward-thinking vision and objectives for education.

Whilst the conceptual framework of Education for All encapsulates a comprehensive vision of education that transcends the mere transmission of information, its practical application frequently places a disproportionate emphasis on ensuring access. The principle of access underscores the significance of strategically designing primary education to ensure its universal availability to all children, while considering the distinct requirements of individuals and societies within their cultural, political, and economic frameworks (Jalbout, 2015; Haque, Nasirin, Yesmin & Biswas, 2018). In their scholarly work, Bridget and Ifeyinwa (2016) posit that the application of the principle of access is evident in the decision made by a government to offer basic education to all individuals who possess the desire to attend school and possess the necessary aptitude to derive benefits from such educational opportunities.

Several esteemed scholars have made significant contributions to the ongoing academic conversation surrounding access to primary education. A prevailing viewpoint among these scholars is the recognition of the utmost significance of not only ensuring that education is provided free of charge, but also the removal of additional expenses and obstacles that impede access. According to Chimombo (2015), the efficacy of universal primary education policies, which are designed to facilitate free education, hinges upon the authentic reduction of financial burdens for parents. It is not sufficient to merely substitute tuition fees with alternative forms of parental contributions. In their scholarly work, Huisman and Smits (2019) posit that the mere elimination of costs may not prove to be an adequate measure in fostering universal access. The contention put forth is that notwithstanding the veritable absence of financial constraints on access to education, there exist socio-economic and cultural impediments that may hinder specific demographics from pursuing educational opportunities. Consequently, it is imperative to devise and implement policies and engage in advocacy efforts to effectively tackle these persistent barriers.

In their respective works, Nicolai and Hine (2015), Jalbout (2015), and Biermann (2016) put forth the argument that the attainment of the overarching goal of guaranteeing access to fundamental education necessitates policymakers to tackle multiple facets of access and engage in collaborative efforts with researchers to discern and overcome barriers. Furthermore, it is important to note that there exist various areas of concern pertaining to engagement in the fundamental educational programme. These concerns encompass the financial strain placed upon families as well as the perceived restricted significance of education in later stages of life (Taole, 2014; FRN, 2014; Sayed and Motala, 2017; Rolleston, 2015). The United Nations Development Group (UNDG) (2013) highlights the imperative of eradicating additional expenses linked to education, such as fees imposed by Parent-Teacher Associations, costs for uniforms and textbooks. These financial burdens act as deterrents for economically disadvantaged students, impeding their regular attendance and consequently impeding their effective access to basic education. Nevertheless, scholars have successfully identified various impediments that hinder individuals from accessing educational opportunities. These barriers encompass a range of factors, such as low enrollment rates, high dropout rates, gender disparities, insufficient school infrastructure and resources, teacher quality, and socio-economic circumstances, including inadequate nutrition, health issues, and poverty. Notwithstanding the universally recognised imperative to improve access to education, these persistent barriers persistently deprive numerous individuals of valuable educational opportunities.

**2.2.4 Sustainable Development Goals**

On December 25, 2015, in the city of Rio de Janeiro, the esteemed United Nations General Assembly made a momentous declaration. They officially recognised the Sustainable Development Goals (SDGs) as an integral component of the 2030 Agenda. The Sustainable Development Goals (SDGs) are designed to facilitate the advancement of sustainable development by leveraging the accomplishments of the United Nations Decade and extending their reach. The Global Programme of Action (GAP) has been established with the noble objective of affording individuals the invaluable opportunity to acquire the requisite knowledge, skills, values, and attitudes indispensable for their meaningful contribution towards the attainment of sustainable development (UNESCO, 2014).

The 2030 Agenda, which comprises a total of 17 sustainable development goals, is distinguished by its transformative, inclusive, and universal attributes. The aforementioned goals pertain to the intricate issues surrounding sustainable development, with the ultimate aim of fostering affluent, harmonious, and equitable societies, all the while safeguarding a habitable planet for the entirety of humanity (United Nations Educational Scientific and Cultural Organisation, 2018).

The Sustainable Development Goals (SDGs) encompass a collection of worldwide aims that have been delineated by the esteemed United Nations organisation, serving as a strategic framework for attaining sustainable development within the specified timeframe of 2030. Of significant importance to this investigation is the Sustainable Development Goal 4, as outlined by the United Nations in 2015. This goal specifically emphasises the need to guarantee inclusive and equitable quality education, as well as the promotion of lifelong learning opportunities for all individuals. SDG 4, also known as Sustainable Development Goal 4, exemplifies the global dedication to enhancing educational access, improving its quality, and mitigating disparities in educational outcomes.

The Sustainable Development Goals (SDGs) are an extension of the Millennium Development Goals (MDGs) which were implemented between 2000 and 2015. The SDGs aim to address various aspects including poverty alleviation, education accessibility, healthcare advancements, and environmental sustainability. The Sustainable Development Goals (SDGs) endeavour to not merely sustain the advancements achieved during the Millennium Development Goals (MDGs), but also to confront novel challenges and interdependencies that arise from various dimensions of development. The aforementioned principles have been meticulously crafted to possess a universal nature, thereby encompassing all nations. Their primary objective is to underscore the significance of collaboration, alignment, and inclusivity in the pursuit of a robust and prosperous future for the entirety of humanity.

The topic of discussion pertains to the concept of Quality Education within the framework of the Sustainable Development Goals (SDGs). The objective of this goal is to guarantee an all-encompassing and fair provision of education that upholds high standards, while also fostering continuous learning prospects and tackling inequalities in both the availability and calibre of educational opportunities. The objective underscores the imperative of delivering education of high calibre to marginalised demographics, encompassing underprivileged children, individuals residing in remote regions, persons with disabilities, indigenous communities, and children who have sought refuge (UNICEF 2018).

The sources have identified key challenges, notably the impact of the COVID-19 pandemic on education. This has resulted in severe consequences for both learning outcomes and access to education. Prior to the onset of the global pandemic, various projections had already indicated that a substantial number of children would remain deprived of educational opportunities by the year 2030. This alarming forecast underscores the pressing need to tackle the obstacles hindering access to education and to establish a comprehensive system that guarantees high-quality schooling for all. Disparities in education continue to endure, whereby marginalised groups, such as women and girls, encounter challenges in attaining educational opportunities, particularly in the pursuit of achieving gender parity in primary education.

The pursuit of Goal 4 necessitates the implementation of a comprehensive strategy, encompassing various dimensions. These dimensions encompass the provision of free and mandatory education, the augmentation of the teaching workforce, the enhancement of school infrastructure, the adoption of digital advancements, and the facilitation of vocational training prospects. The objective further underscores the significance of constructing and enhancing educational establishments that are considerate of the needs of children, individuals with disabilities, and various genders, with the aim of fostering secure, inclusive, and efficacious learning settings for all individuals (United Nations, 2015).

**2.2.5 Impact of Sustainable Development Goals on Primary Education**

* The adoption of the Sustainable Development Goals (SDGs) has had a significant and far-reaching impact on primary education on a global scale. The incorporation of Sustainable Development Goal 4 into both national and regional education agendas has served as a catalyst for endeavours aimed at improving accessibility, fairness, and excellence within primary education systems. The influence of this phenomenon can be observed in various aspects of the educational system, such as policy reforms, resource allocation, teacher training, curriculum development, and the implementation of innovative approaches. This observation is supported by the United Nations (2015). The Sustainable Development Goals (SDGs) have additionally fostered collaborations among governmental bodies, civil society organisations, and international agencies, with the aim of jointly advancing endeavours that advocate for sustainable development via primary education.
* The implementation of Sustainable Development Goal 4, also known as SDG 4, has the potential to bring about a profound and far-reaching effect on the realm of primary education. Through the strategic alignment of educational policies, programmes, and initiatives with the Sustainable Development Goal 4, the government and relevant stakeholders can collaboratively strive towards the enhancement of accessibility, quality, and equity in the domain of primary education (Bala & Murtala, 2021).
* SDG 4 underscores the significance of guaranteeing equitable access to primary education for all children, irrespective of their socio-economic status or personal circumstances. Efforts may be undertaken in order to effectively address various barriers that hinder access to education. These barriers encompass factors such as geographical distance, socioeconomic disadvantage, cultural norms and values, as well as gender inequalities. The aforementioned task encompasses the expansion of educational infrastructure, with a particular focus on rural regions, the provision of transportation amenities, and the execution of tactics aimed at fostering enrollment and mitigating attrition.
* SDG 4 emphasises the importance of quality education, surpassing the mere provision of access. One potential area of emphasis is the enhancement of teaching and learning standards within primary educational institutions. The aforementioned task encompasses the provision of professional development opportunities for educators, the promotion of efficacious pedagogical approaches, and the guarantee of sufficient learning resources and materials. One can establish monitoring and evaluation mechanisms in order to assess learning outcomes and identify areas that are in need of improvement.
* SDG 4 acknowledges the significance of addressing disparities in educational outcomes. Efforts may be strategically focused on mitigating disparities that arise from variations in gender, socio-economic status, disability, and geographic location. One may consider the implementation of policies and interventions as a means to guarantee equitable access and achievement in primary education for marginalised groups, such as girls, children with disabilities, and those hailing from disadvantaged backgrounds.
* The concept of lifelong learning is emphasised in SDG 4 as a fundamental element of education. One may argue that it is imperative to emphasise the provision of educational opportunities that extend beyond the realm of primary education. This can be achieved through the incorporation of vocational training, adult education, and non-formal education programmes. The aforementioned statement elucidates the potentiality of this phenomenon to make a substantial contribution towards the cultivation of a proficient labour force, augmenting the prospects of employability, and nurturing a culture of perpetual learning and personal growth across all age groups.

**2.3 Theoretical Framework**

**2.3.1 Human Capital Theory**

The concept of human capital theory, as formulated by the esteemed economist Gary Becker in 1964, asserts that the allocation of resources towards education and training endeavours plays a pivotal role in the accrual of human capital. This, in turn, leads to a notable augmentation in the productivity levels of individuals, thereby fostering economic growth within the broader societal framework. According to the tenets of human capital theory, it is posited that the allocation of resources towards the acquisition of high-quality education can yield substantial and enduring economic advantages. Through the provision of primary education to children, they are able to acquire a range of knowledge, skills, and competencies that have the potential to enhance their prospects for future employment and increase their potential for earning income. Education provides individuals with essential literacy, numeracy, and critical thinking abilities, thereby augmenting their productivity and capacity to make valuable contributions to the labour market, ultimately resulting in heightened economic output. Moreover, it is worth noting that education plays a pivotal role in nurturing creativity, fostering innovation, and facilitating the acquisition of novel knowledge. These outcomes, in turn, have the potential to propel economic growth and drive advancements in technology.

Furthermore, it is important to note that primary education serves as a pivotal factor in facilitating social mobility. Accessible and high-quality primary education possesses the potential to disrupt the perpetuation of poverty by affording children hailing from underprivileged circumstances the chance to obtain aptitudes and erudition that can enhance their socioeconomic standing. Consequently, this phenomenon engenders a decrease in income disparity and fosters a society characterised by greater fairness and justice. Furthermore, it is worth noting that allocating resources towards the development of primary education can have the potential to decrease reliance on external aid and resources. It has been observed that individuals who have received a formal education tend to exhibit a higher likelihood of achieving self-sufficiency and making positive contributions to the economy. This, in turn, has the potential to alleviate the strain on social welfare systems.

Nevertheless, it is of utmost significance to acknowledge the various challenges and constraints that are inherent in the framework of human capital theory. The realisation of the full potential of human capital can be impeded by various factors such as economic disparities, gender inequality, and social barriers. Henceforth, it is imperative to undertake a thorough evaluation of the ramifications of sustainable development goals on primary education in Minna. This evaluation must take into account the various contextual factors and endeavour to foster educational opportunities that are inclusive and equitable. Through the careful consideration and strategic approach to tackling these aforementioned challenges, while simultaneously capitalising on the inherent capabilities and talents of the human resources at our disposal, it is plausible to assert that the attainment of sustainable development goals can yield a profound and far-reaching influence on the advancement and enhancement of primary education in the region of Minna, located within the state of Niger.

**2.3.2 Capability Approach Theory**

The Capability Approach, which was formulated by the esteemed economist and philosopher Amartya Sen in the year 1980, presents an all-encompassing framework for evaluating development that surpasses conventional indicators like income and GDP. The approach at hand places its emphasis on the augmentation of individuals' capacities to guide their lives in accordance with their personal values, with a particular emphasis on the freedom to make choices and attain objectives that are deemed valuable based on rational grounds. The Capability Approach, a theoretical framework developed by economist Amartya Sen, offers valuable insights into the assessment of the impact of Sustainable Development Goals (SDGs) on the educational opportunities and overall well-being of individuals.

As per the tenets of the Capability Approach, it is posited that primary education should not be regarded solely as a mere instrument to achieve certain objectives, but rather as a fundamental capability in its own right. The statement posits that the acquisition of knowledge, skills, and values is facilitated by this particular entity, thereby fostering personal development, active citizenship, and meaningful engagement within society. The approach underscores the significance of augmenting individuals' capabilities, encompassing their educational capabilities, in order to amplify their comprehensive well-being and autonomy in decision-making.

When evaluating the influence of Sustainable Development Goals (SDGs) on primary education in Minna, it is imperative to employ the Capability Approach, which compels us to examine multiple dimensions that extend beyond mere access and enrollment rates. The aforementioned statement necessitates a thorough evaluation of the calibre of education rendered, the applicability of the curriculum in relation to the surrounding circumstances, the inclusiveness of educational prospects, and the accessibility of support mechanisms that enable individuals to maximise their educational endeavours.

Moreover, the Capability Approach underscores the significance of conducting multidimensional evaluations that take into account variables such as gender equality, social justice, and the empowerment of marginalised groups. The approach places great emphasis on the enhancement of individuals' capabilities to access and derive benefits from primary education. It recognises the utmost importance of addressing social inequalities and systemic barriers that serve to restrict educational opportunities.

**2.4 Empirical Studies**

Several studies conducted on a global scale have extensively examined the various factors that exert influence on the accessibility of primary education and the enrollment rates in basic education programmes. Whilst a considerable number of investigations have directed their attention towards the causes of school disengagement (Pryor & Amphiah, 2017), they have successfully pinpointed a multitude of elements that impact educational opportunities, encompassing both personal and organisational dimensions (Natriello, 2016; Nicaise, 2011). One of the key factors to consider are the individual factors, which encompass various elements. These elements encompass people's worldviews, which are intricately shaped by their unique lived experiences. It is important to note that these worldviews greatly influence individuals' comprehension of the world and subsequently guide their actions (Jones, 1992). Worldviews are commonly understood to be shaped by various cultural factors, which subsequently exert an impact on individuals' opportunities for acquiring education.

In a scholarly investigation, Adeyemi (2018) undertook a comprehensive examination pertaining to the analysis of enrollment and the necessary qualifications of teachers for the Basic Education Programme in the region of Kwara State, located within the country of Nigeria. The research has reached the conclusion that Nigeria was insufficiently prepared for the implementation of the Universal Basic Education (UBE) programme. The aforementioned statement elucidates a noteworthy deficiency in the quantity of educators in relation to the stipulated number, thereby signifying a lack of satisfactory advancement in the Universal Basic Education (UBE) initiative.

In a similar vein, Adeyemi and Adu (2019) undertook a comprehensive investigation to scrutinise the enrollment patterns and the accessibility of physical infrastructure pertaining to the Universal Basic Education (UBE) initiative in the region of Ekiti State, located in Nigeria. The research findings have unveiled a significant discrepancy between the availability of physical infrastructure and the increasing number of students enrolled in primary and junior secondary educational institutions. Notwithstanding the considerable demand for education among the student population, it is worth noting that the availability of physical infrastructure was inadequate in adequately satisfying their requirements.

Shifting the focus, a research study conducted by Onyeike and Angela (2016) sought to examine the enrollment of female children in primary schools in Ebonyi State. This particular aspect holds significant importance in the attainment of the Universal Basic Education (UBE) initiative, which stands as one of the key objectives within the framework of the eight Millennium Development Goals. The study has brought to light a rather disconcerting observation regarding the enrollment rate of female children in primary education within Ebonyi State. The gradual and modest rise in the enrollment of female children, amounting to a mere increment of slightly more than one thousand over a span of seven years, serves as an indication of a sluggish advancement within the realm of the educational sector.

The present research endeavour aims to elucidate the deficiencies that have been overlooked in prior scholarly investigations. To the utmost extent of the researcher's comprehension, it has come to their attention that no scholarly investigation has been undertaken to examine the ramifications of implementing the Sustainable Development Goals (SDGs) on the realm of basic education in Bauchi State. This is especially true in relation to the domains of basic education and reproductive health. Henceforth, this particular research possesses a distinctive significance as its objective is to establish a connection between the existing knowledge gap and the specific issues at hand, which have not been thoroughly examined in prior studies.

On the whole, these studies shed light on the intricate interplay of various factors that impact the accessibility and enrollment in primary education programmes. Whilst enduring challenges such as a dearth of educators and a lack of adequate infrastructure, it is important to acknowledge that cultural factors, individual viewpoints, and societal expectations also exert influence in the realm of educational accessibility and opportunities. Comprehending these aforementioned factors is of utmost importance in formulating efficacious strategies aimed at enhancing accessibility to education of high calibre for the entirety of the populace.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Research settings**

The present investigation was conducted in Niger state, Nigeria. Niger State, which is one of the 36 states comprising the Federal Republic of Nigeria, came into existence on the 3rd of February, 1976, following its establishment from the former North Western state. The state of Niger is located in the North central geo-political zone of Nigeria. It is characterised by its geographical proximity to various neighbouring regions. To the West, it shares its border with the Republic of Benin. To the North, it is bordered by Zamfara State, while to the North-West it is adjacent to Kebbi State. Moving towards the South, Niger State is bordered by Kogi State, and to the South West, it shares its border with Kwara State. In the North-East, it is adjacent to Kaduna State, and to the South-East, it borders the Federal Capital Territory. The State is composed of 25 Local Government Areas which are organised into 3 administrative zones, namely A, B, and C. Each zone consists of 8, 9, and 8 Local Government Areas (LGAs) respectively. Per the constitutional framework of the Federal Republic of Nigeria, it is established that the State is governed by two distinct entities: the State Government and the Local Government Councils. Upon the amalgamation of Borgu Emirate with the former Kwara in the month of August in the year 1991, Niger State has emerged as one of the most expansive states in the nation of Nigeria, encompassing a vast expanse of approximately 86,000 square kilometres (equivalent to roughly 8.6 million hectares), thereby constituting approximately 9.3% of the overall landmass of the Country.

**3.2 Sources of Data**

The data utilised in this study were derived from primary sources. The primary source employed in this investigation is the questionnaire.

**3.3 Population of the study**

The population under consideration for this particular study encompasses the entirety of primary school teachers in Niger state. The state of Niger boasts an impressive number of 4,129 primary schools, which are accompanied by a dedicated workforce of over 7,000 primary school teachers.

**3.4 Sample size technique**

Due to the size of the population under investigation, the researchers opted to utilise the purposive or judgemental sampling method. The aforementioned method enables the researcher to judiciously determine a sample size that is pertinent to the study at hand. The researcher's judgement was predicated upon a multitude of logical factors that encompassed the study. In this particular scenario, the hindrance arose from the incapacity to engage with the entirety of the populace. Furthermore, the temporal circumstances were not conducive for the researcher. The researcher successfully recruited a cohort of 70 participants for a brief 10-minute survey session, representing a diverse sample from 10 distinct primary schools located in Niger state. The study sample size was comprised of 70 participants. A grand total of 62 questionnaires were successfully completed and returned by the participants in a usable format, while regrettably, 8 questionnaires were deemed invalid due to mishandling and irregular completion.

**3.4 Method of Data Collection**

The data for this study was acquired via the utilisation of questionnaires that were administered to the study participants. Observation, in addition to interviews, served as another method for data collection. Oral inquiry and elucidation were conducted.

**3.5 Method of Data Analysis**

The study utilised descriptive statistics to analyse and interpret the responses obtained from the study participants. Additionally, the hypothesis was assessed through the application of the chi-square statistical tool. The formula is hereby presented:

X2=∑(0i-ei)2

∑ei

Where:

X2=Chi-square

0i=Observed frequency

Ei=Expected frequency

∑=Summation

**3.6 Reliability of Instrument**

The researcher initially employed the use of peers to ascertain the consistency of the obtained results. The researcher, in addition, sought out senior researchers who specialise in the particular field of study. The role of the research supervisor was of utmost importance in the enhancement of result consistency. The instrument, in addition, underwent a pilot testing phase.

**3.7 Validity of Instrument**

The concept of validity in this context pertains to the extent to which a chosen research instrument or methodology accurately and coherently reflects the true nature of the study at hand (Udoyen, 2019). The questionnaire items were derived from the comprehensive analysis of the existing literature. The researcher meticulously crafted a meticulously designed questionnaire, ensuring that each item was formulated with utmost clarity and employed language that was comprehensible to all participants involved in the study. The questionnaires were submitted to the supervisor for the purpose of scrutinising potential errors and instances of vagueness.

**3.8 Limitation of the study**

The scope of this study shall be limited to educators employed in primary schools within Niger state who possess knowledge and comprehension of the Sustainable Development Goal (SDG) initiative. Teachers who demonstrated a lack of comprehensive comprehension regarding this project were excluded, as were teachers who expressed discontent with their involvement in the survey.

**CHAPTER FOUR**

**DATA ANALYSIS AND DISCUSSION OF FINDINGS**

**4.1 Introduction**

This chapter analyses the responses from the study participants and tests the Null hypotheses formulated for this study.

**Demographic Information**

Table 4.1: Demographic information of respondents

|  |  |  |
| --- | --- | --- |
| **Details** | **Frequency** | **Percentage** |
| **Gender** |  |  |
| Male | 45 | 72.5 |
| Female | 17 | 27.5 |
| **Age** |  |  |
| 25-30 | 19 | 30.6 |
| 30-35 | 21 | 33.8 |
| 40+ | 22 | 35.4 |
| **Level** |  |  |
| 300 | 12 | 19.3 |
| 400 | 33 | 53.2 |
| Postgraduate | 17 | 27.5 |
| **Marital Status** |  |  |
| Single | 21 | 33.8 |
| Married | 41 | 66.2 |
| Total | 62 | 100 |

**4.2 Analysis of Research Questions**

**Research Question 1:** What is the impact of sustainable development goals on the development of primary education in Minna, Niger State?

**Table 4.2: impact of sustainable development goals**

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Increased enrolment | 29 | 46.7 |
| Decline in pupils dropout | 10 | 16.1 |
| equal access to affordable vocational training | 12 | 19.3 |
| eliminate gender & wealth disparities | 5 | 8.1 |
| Universal access to a quality higher education | 6 | 9.6 |
| **Total** | **62** | **100** |

**Field survey, 2024**

Based on the data presented in the aforementioned table, it can be observed that 46.7% of the respondents reported a rise in the enrollment of school children due to the influence of sustainable development goal (SDG) support initiatives. A subsequent 16% of respondents expressed the view that there has been a modest decrease in the prevalence of school dropouts in their locality. Furthermore, 19.3% of participants believed that one of the effects of the Sustainable Development Goals (SDGs) is the sense of optimism it instills in students regarding their prospects for equitable access to vocational education.

Additionally, 8.1% of respondents opined that the SDGs have contributed to narrowing the substantial disparity that has historically existed in terms of gender engagement and socioeconomic status within educational institutions. Furthermore, it is worth noting that a significant proportion of 9.6% of individuals expressed the belief that the implementation of the Sustainable Development Goals (SDGs) can potentially provide primary school pupils with a sense of optimism regarding the attainment of high-quality higher education. Based on the responses, it can be deduced that the implementation of Sustainable Development Goals has yielded a favourable outcome in the realm of primary education within the state of Niger.

**Question 2:** How do sustainable development goals relate to the development of primary education in Minna, Niger State?

**Table 4.3:** relationship between SDGs and primary education development**.**

|  |  |  |
| --- | --- | --- |
| **Areas** | **Frequency** | **Percentage** |
| Ensuring that all basic learners acquire the knowledge and skills needed to promote sustainable development. | 57 | 91.9 |
| Acquisition of knowledge for sustainable lifestyles. | 61 | 98.3 |
| Understanding human rights and gender equality. | 42 | 67.7 |
| Promotion of a culture of peace and non-violence. | 59 | 95.1 |
| Helps in understanding global citizenship and appreciation of cultural diversity. | 61 | 98.3 |

**Field survey, 2024**

The aforementioned table, labelled as Table 4.3, along with the figure presented above, effectively illustrate the various domains that respondents have identified as indicative of the interconnection between sustainable development goals and the advancement of primary education. Respondents have expressed that the acquisition of fundamental knowledge is a direct outcome of education, a concept that is actively advocated for by the Sustainable Development Goals (SDGs). The provision of primary education occurs during the formative stage of children's development, and the calibre of education they receive significantly influences their worldview and future prospects as adults. The data reveals that an overwhelming majority, specifically 91.9%, expressed their agreement with this particular statement. It has been observed that a significant proportion, namely 98.3%, of individuals express that the justification and inculcation of a sustainable lifestyle are established during the early stages of primary education. It is noteworthy that this objective aligns harmoniously with the educational aspirations set forth by the Sustainable Development Goals (SDGs). A significant proportion, precisely 67.7%, of respondents have expressed that the teaching of human rights and gender roles is indeed incorporated into the curriculum at this educational level. This inclusion serves to adequately prepare the students for the intricacies of the socio-cultural milieu they will encounter in their lives. The aforementioned variable is in alignment with the educational objective of the Sustainable Development Goals (SDGs). The selection of an appropriate leadership style for a small and medium-sized enterprise (SME) is contingent upon various factors, including the specific attributes of its operational context, the industry in which it operates, and the geographical location in which it is situated. Another aspect of the relationship between the development of primary education and the sustainable development goals lies in their shared focus on the advancement of a culture of peace and non-violence. Additionally, both primary education development and the sustainable development goals actively strive to foster global citizenship and cultivate an understanding and appreciation of cultural diversity.

**Questions 3**: What are the challenges encountered in implementing sustainable development goals projects for primary education in Minna, Niger State?

**Table 4.4: challenges impeding entrepreneurial product innovation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenges identified** | **Frequency** | **Percentage** | **Rank** |
| High levels of poverty | 62 | 100 | 1 |
| Armed conflicts | 32 | 51.6 | 6 |
| Parental illiteracy | 53 | 85.4 | 3 |
| Corruption | 42 | 67.7 | 4 |

**Field survey, 2024**

The aforementioned table provides a comprehensive overview of the potential challenges that may hinder the effectiveness of sustainable development goals in facilitating the advancement of primary education within the region of Niger state. According to the rank order provided, the study participants have identified poverty as the most prevalent issue, with a unanimous agreement of 100%. Following closely behind is persistent armed conflict, which was identified by 51.6% of the participants. Illiteracy, with a prevalence rate of 85.4%, was also recognised as a significant concern. Lastly, corruption was acknowledged by 67.7% of the participants as a pressing issue.

**Test of Hypotheses**

In this section, we test the null hypotheses formulated in chapter one. Below are the meanings of the used abbreviation.

SA - Strongly agreed

Agreed

SD - Strongly Disagreed

Disagreed

Uncertain

Observed Frequency

Expected Frequency

**H01:** There is no significant impact of sustainable development goals on the development of primary education in Minna, Niger State.

**Table 4.5: Contingency test table for null hypothesis 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Responses** | **O** | **E** | **O-E** | **(O-E)2** | **(O-E)2/E** |
| SA | 12 | 12.4 | -0.44 | 0.16 | 0.01 |
| A | 7 | 12.4 | -5 | 29.16 | 2.35 |
| SD | 15 | 12.4 | 2.6 | 6.67 | 0.54 |
| D | 23 | 12.4 | 10.6 | 112.36 | 9.06 |
| U | 5 | 12.4 | -7.4 | 54.76 | 4.42 |
| **Total** | **62** |  |  |  | **16.38** |

Level of significance = 5%

Degree of freedom = n-1

=5-1

=4

Table value =9.488

X2calculated =16.38,

Table value = 9.488

**Decision Rule**

The derived numerical value surpasses the predetermined numerical value, thus leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. The alternative hypothesis posits that there exists a noteworthy influence of sustainable development goals on the advancement of primary education in Minna, Niger State.

**H02:** There is no significant relationship between sustainable development goals and the development of primary education in Minna, Niger State

**Table 4.6: Contingency test table for null hypothesis 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Responses | O | E | O-E | (O-E)2 | (O-E)2/E |
| SA | 12 | 12.4 | -0.4 | 0.16 | 0.01 |
| A | 5 | 12.4 | -7.4 | 54.76 | 4.42 |
| SD | 29 | 12.4 | 16.6 | 275.56 | 22.22 |
| D | 10 | 12.4 | 2.4 | 5.76 | 0.46 |
| U | 6 | 12.4 | -6.4 | 40.96 | 3.30 |
| **Total** | **62** |  |  |  | **30.41** |

Level of significance = 5%

Degree of freedom = n-1

=5-1

=4

Table value =9.488

X2calculated =30.41

Table value = 9.488

**Decision Rule**

The derived numerical value surpasses the recorded numerical value, thus leading us to reject the null hypothesis and embrace the alternative hypothesis. The alternative hypothesis posits that a noteworthy correlation exists between the pursuit of sustainable development goals and the advancement of primary education in the region of Minna, located in Niger State.

**Ho3:** There are no significant challenges in the implementation of sustainable development goals projects for primary education in Minna, Niger State.

**Table 4.7: Contingency test table for null hypothesis 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Responses** | **O** | **E** | **O-E** | **(O-E)2** | **(O-E)2/E** |
| SA | 12 | 12.4 | -0.44 | 0.16 | 0.01 |
| A | 7 | 12.4 | -5 | 29.16 | 2.35 |
| SD | 15 | 12.4 | 2.6 | 6.67 | 0.54 |
| D | 23 | 12.4 | 10.6 | 112.36 | 9.06 |
| U | 5 | 12.4 | -7.4 | 54.76 | 4.42 |
| **Total** | **62** |  |  |  | **16.38** |

Level of significance = 5%

Degree of freedom = n-1

=5-1

=4

Table value =9.488

X2calculated =16.38,

Table value = 9.488

**Decision Rule**

The derived numerical value surpasses the recorded numerical value, thus leading us to dismiss the null hypothesis and embrace the alternative hypothesis, which posits that there exist noteworthy obstacles in the execution of sustainable development goals projects for primary education in Minna, Niger State.

**4.3 Discussion of Findings**

The findings derived from this empirical investigation elucidate the existence of a discernible influence exerted by the sustainable development goals on the advancement of primary education in the region of Minna, situated within the Nigerian state of Niger. This assertion has been consistently demonstrated through the testing of the hypothesis that the Sustainable Development Goal (SDG) contributes to the advancement of primary education in Niger state.

The findings have also demonstrated a noteworthy correlation between the sustainable development goals and the advancement of primary education in Minna, Niger State. The establishment of this relationship has been facilitated through the alignment of the aforementioned variables, which aim to guarantee the acquisition of essential knowledge and skills necessary for the advancement of sustainable development. These variables include the promotion of sustainable lifestyles, the comprehension of human rights and gender equality, as well as the fostering of a culture centred around peace and non-violence. This alignment occurs within the context of the Sustainable Development Goals (SDGs) and the development of primary education. Regarding the challenges that hinder the impact of sustainable development goals on primary education in Niger state, it is important to note that The presence of high levels of poverty, armed conflicts, parental illiteracy, and corruption can be identified as some of the significant impediments that hinder progress in various aspects. In order for the process of education to transpire, it is imperative that it unfolds within a particular milieu characterised by a range of fluctuating yet definitive attributes.

These attributes encompass elements such as physical space, cultural context, individuals, and infrastructural amenities. It is through the presence of these features that an educational setting becomes distinctive, while simultaneously bearing resemblance to other environments that foster the acquisition of knowledge and skills. The concept of Sustainable Education is known to flourish more effectively when it is situated within a conducive and thriving environment. In an insecure environment, various negative consequences arise, particularly in a learning setting. This includes the detrimental impact on the behaviour and interaction of both learners and teachers, thereby hindering effective learning.

Additionally, the presence of insecurity can exacerbate other factors such as the destruction of available facilities, the discouragement of qualified teachers and learners, and the resulting scarcity of resourceful materials. As elucidated by Zahra (2019), it is imperative to acknowledge that the academic achievements of students are intricately intertwined with their psychological well-being. Psychologists have succinctly summarised the various factors that impact the process of learning into three distinct categories, namely: factors that are inherent to the learners themselves, factors that are inherent to the teachers, and factors that are inherent to the environment in which the learning takes place.

Nevertheless, it is important to note that the presence of insecurity and tension frequently gives rise to emotional, psychological, and mental imbalance. As per Abraham Maslow's theoretical framework, once an individual's basic survival needs are met, the subsequent fundamental category of needs pertains to psychological needs. These encompass desires for tranquilly, a sense of security, and the pursuit of a stable and protected existence, among others. For instance, it is worth noting that individuals may not engage in cognitive processes related to the effective influence, acquisition of knowledge, or attainment of goals when their mental state is primarily characterised by feelings of peril, apprehension regarding imminent catastrophe, or a pervasive sense of anxiety. This statement suggests that the effectiveness of education is heightened when both the instructor and the student are in a state of positive emotions, which can stimulate a desire to learn or teach, as well as generate the necessary level of attention for optimal learning or teaching outcomes.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Summary**

The findings of this study elucidate the existence of a discernible influence exerted by the sustainable development goals on the advancement of primary education in Minna, located in the state of Niger. This has been consistently demonstrated by the test hypothesis that SDG (Sustainable Development Goal) contributes to the advancement of primary education in Niger state. The findings have also demonstrated a noteworthy correlation between the sustainable development goals and the advancement of primary education in Minna, Niger State. The establishment of this relationship has been facilitated through the alignment of the aforementioned variables, which aim to guarantee the acquisition of essential knowledge and skills necessary for the advancement of sustainable development. These variables encompass the acquisition of knowledge pertaining to sustainable lifestyles, as well as the comprehension of human rights and gender equality.

Furthermore, they also encompass the promotion of a culture characterised by peace and non-violence. It is through the harmonisation of these variables that a connection between the Sustainable Development Goals (SDGs) and the development of primary education is established. Regarding the challenges that hinder the impact of sustainable development goals on primary education in Niger state, it is important to note that high levels of poverty, armed conflicts, parental illiteracy, and corruption are among the significant impediments.

**5.2 Conclusion**

The near universalization of primary schooling is undoubtedly one of the most remarkable global accomplishments of recent decades. During the early 1950s, it is worth noting that a significant proportion, approximately 50 per cent, of children in the primary school age group across the globe were not enrolled in educational institutions. Presently, the aforementioned statistic has reached a value of 11 percent.

However, it is important to note that even in the present circumstances, the children who are most marginalised continue to be excluded from receiving primary education. As a result, they are denied their fundamental right to acquire essential skills in literacy and numeracy, which serve as the building blocks for further learning and development. It has been estimated that a significant proportion, specifically 70 per cent, of 10-year-old individuals residing in low- and middle-income countries are currently experiencing a notable inability to comprehend a basic written text.

It has been estimated that in low-income countries, a mere two thirds of children are able to successfully complete their primary education. One must acknowledge the presence of inequitable access across various divides. It is evident that children residing in emergency and fragile settings, particularly refugee children, encounter limited opportunities to successfully fulfil their primary school education. Furthermore, it is important to consider the influence of gender in this context. Specifically, it has been observed that young girls who are raised in economically disadvantaged households exhibit a higher probability of never having attended or prematurely discontinuing their education at the primary level, in comparison to their male counterparts.

Even among the student population, a significant proportion is failing to acquire the essential fundamental skills, such as literacy, numeracy, as well as digital and transferrable skills, which are imperative for their overall success and development.

Primary education, my dear interlocutor, indeed serves as the very foundation upon which the edifice of development is erected. During the primary school years, children acquire essential skills that lay the groundwork for their future endeavours in life, employment, and civic engagement. Quality education is a transformative force that bestows empowerment upon children and young individuals, ensuring the preservation of their physical and mental health, and effectively disrupting the perpetuation of poverty cycles. Furthermore, it is worth noting that this phenomenon also serves to empower nations, thereby facilitating the attainment of economic prosperity and fostering social cohesion.

The aforementioned benefits are not solely derived from the mere act of enrolling children in educational institutions, but rather from facilitating their acquisition of knowledge and skills to the utmost extent. The Sustainable Development Goals, as outlined by the United Nations, emphasise the imperative of ensuring that every child is able to successfully complete a primary education that is not only accessible to all, but also fair and of high quality. This commitment is aimed at fostering an educational environment that promotes meaningful and impactful learning outcomes. The target set for achieving this ambitious goal is the year 2030. Foundational literacy and numeracy are of utmost importance in achieving these desired outcomes.

**5.3 Recommendation**

1. In order to guarantee the enrolment and educational progress of every child in the primary age group, it is imperative that international endeavours are focused on addressing the formidable obstacle known as the "last-mile" challenge. This challenge pertains to the task of reaching out to the most disadvantaged children, while simultaneously improving the overall standard of primary education. This particular matter necessitates a profound dedication to the political sphere, as well as the implementation of specific strategies aimed at enhancing education systems through the allocation of resources and financing in a fair and impartial manner.
2. Enhancing the calibre of primary education necessitates the implementation of strategic reforms throughout the entire education system. The aforementioned components encompass the utilisation of curricula and pedagogical approaches that are suitable for the developmental stage of the learners. Additionally, it involves the implementation of teacher training and development initiatives that yield positive outcomes. Moreover, it entails fostering stronger parental involvement in the educational process, as well as establishing reliable quality assurance mechanisms and data systems.
3. In order to bolster the primary education agenda of Niger state, it is imperative that the Ministry of Education initiates a programme aimed at bridging the disparity in access, enhancing the quality of learning experiences, and augmenting learning outcomes through the utilisation of digital technologies. The future of learning is contingent upon the integration of formal education systems and extracurricular activities. It is imperative that children and adolescents are afforded the chance to thrive in both domains.

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**QUESTIONNAIRE**

Gender

Male ( ) Female ( )

Age

25-30 ( ) 30-35( ) 40+ ( )

Marital Status

Single ( ) Married ( )

**Section B**

The sustainable development goal program has resulted to increased enrolment in primary education.

SA ( ) A ( ) SD ( ) D ( ) U ( )

The sustainable development goal program has resulted to decline in pupils dropout.

SA ( ) A ( ) SD ( ) D ( ) U ( )

The sustainable development goal program has resulted to equal access to affordable vocational training.

SA ( ) A ( ) SD ( ) D ( ) U ( )

The sustainable development goal program has resulted to eliminating gender & wealth disparities.

SA ( ) A ( ) SD ( ) D ( ) U ( )

The sustainable development goal program has resulted to universal access to a quality higher education.

SA ( ) A ( ) SD ( ) D ( ) U ( )

Ensuring that all basic learners acquire the knowledge and skills needed to promote sustainable development is highly correlated to primary education development.

SA ( ) A ( ) SD ( ) D ( ) U ( )

Acquisition of knowledge for sustainable lifestyles is highly correlated to primary education development.

SA ( ) A ( ) SD ( ) D ( ) U ( )

Understanding human rights and gender equality is highly correlated to primary education development.

SA ( ) A ( ) SD ( ) D ( ) U ( )

Promotion of a culture of peace and non-violence is highly correlated to primary education development.

SA ( ) A ( ) SD ( ) D ( ) U ( )

Understanding global citizenship and appreciation of cultural diversity is highly correlated to primary education development.

SA ( ) A ( ) SD ( ) D ( ) U ( )

Which of these do you consider a challenge to the full potential to the sustainable development goals in Niger state?

High levels of poverty ( )

Armed conflicts ( )

Parental illiteracy ( )

Corruption ( )