

Teaching Materials of UBE Programme and Educational Development of the Girl-Child in Bayelsa State

Dr. Diepreye Okodoko

Department of Educational Management
Niger Delta University
Wilberforce Island
Bayelsa State
Okooko2001@gmail.com

Silon Ebiye Franca

Department of Educational Management
Niger Delta University
Wilberforce Island
Bayelsa State

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Abstract

Examining the educational growth of girls in Bayelsa State and the teaching materials of the UBE program was the purpose of the research. The study made use of a correlational survey design for its investigation. Four thousand four hundred forty-five female students from the Ogbia, Sagbama, and Southern Ijaw school zones in Bayelsa participated in the research. The research used a proportional stratified random sampling approach to pick 556 female students, who made up 13% of the overall population. A survey known as the Teaching Materials of UBE Programme and Educational Development of the Girl-Child Questionnaire (TMUBEPEDGQ) was administer to gather information. Researchers from Niger Delta University's educational foundations department and two specialists in assessment and evaluation from Wilberforce Island, Bayelsa State, checked the instrument's validity. Utilising Cronbach's Alpha approach of reliability coefficient analysis, the values of the instrument's internal consistencies' reliability coefficients were calculated. For educational resources and for the advancement of girls' education, the corresponding dependability coefficient values were.802 and.811, respectively. The data were analyzed with the used of model summary of simple regression analysis and PPMC analysis for the research question and hypothesis respectively with the support of the SPSS version 26. The study concludes that teaching materials of UBE programme have significant relationship with educational development of girl-child in schools. The study equally recommended that government should provide relevant and necessary teaching materials to the schools, because of its potential to enhance educational development of the girl-child in society.

Keywords: *UBE Programme, Special Policies, Infrastructural Facilities, Educational Development, Girl-Child*

INTRODUCTION

In the opinion of Oke (2010) education is an instrument through which production of all human capital becomes functional to operates in all the social institutions of society, therefore, to deny society the benefits of education is detrimental to deny the society the right of existence and development. Due to the important of education; the Universal Basic Education programme in Nigeria was launched by former president Olusegun Obasanjo (in September 1999) which was

designed to give free, universal and compulsory nine year basic Education for every Nigerian child, adult literacy and non-formal education, skills acquisition programmes and education for special groups such as nomads and migrants, girls child and woman, almajiri, street children and disabled group (UBE Act 2004). The Universal Basic Education (UBE) programme in 1999, was introduced, to realize the EFA goals. It is being implemented so that the objectives of Education especially for girls, set out by EFA could be achieved. Jatau, (2008) noted that government through UBE will show concern for the girl child. The implementation of UBE objectives will address the issues of imbalance in quality and access to education between boys and girls, thereby paying attention to gender issues, to ensure that all impediments preventing girls from benefiting from basic education are removed.

Consequently, the girl child in the past has commonly been taught household chores as cooking, caring for siblings, caring for the sick in the family and cleaning of the house. According to Agusiobo, (2016) a wife has always been expected to work in the farm with the family of her husband. For all its importance, her reproductive work was undervalued and not remunerated. The National Policy on Education (NPE) since its first edition in 1977 has no discrimination, and through their editions of 1981, 1988 and 2004 has consistently favoured equal access to Education of boys and girls. Every child in Nigeria has the right to an equitable education, regardless of their actual or perceived disability, as stated in the National Policy on equitable Opportunity (2004).

People in Bayelsa state, including parents and the general public, think that education quality is poor compared to what is anticipated. The poor standards might be caused by a number of variables that are said to have causal relationships. Government and citizens alike are very worried about the alarming rate of infrastructural deterioration at UBE schools. State funding for education is pitiful, at less than 26% of total expenditure. Bayelsa State has been using UBE for the last ten years. The primary objective is to empower children and other marginalised groups with the fundamental abilities of reading, writing, and arithmetic so that they may support themselves and their families, and ultimately contribute to the nation's economic development. In order to achieve the development goals of the state and the Nigerian nation, it was necessary to realign the education sector, particularly the UBE program, to cater to the requirements of individuals.

The FRN's Universal Basic Education (UBE) initiative is an admirable response to the economic and intellectual gaps faced by women, as acknowledged by the child rights convention. Education, according to Melchings (2012), is the only means by which female children may be liberated from the shackles of slavery, forced prostitution, forced marriage at a young age, hawking, and home help service. Education of the girl-child was recommended as a key component in the 2001 conference on the economic rights of Nigerian women, which aimed to empower women economically and intellectually. Children under the age of fifteen make up between forty and fifty percent of Nigeria's overall population, as reported in the country's 2005 demographic and survey. The enrolment of female students in the UBE program consistently exceeded that of male students in all six states of South-South Nigeria from 1999 to 2008 (Durkheim 2006). Nevertheless, according to the 2008 school census report, approximately 10 million school-aged children are not enrolled in the formal education system, reverting to illiteracy; of this number, more than 68% are girls (Akunga, 2010).

The Federal Republic of Nigeria (2004) announced a nine-year Universal Basic Education program to help alleviate the effects of poverty on females. This program ensures that all children in Nigeria, including girls, have free access to elementary and junior high school education. For whatever reason, many people still don't believe that the UBE program in Bayelsa state has made a difference in the education of girls. The need for this investigation stems from the fact that this has long caused the researcher anxiety. This study is being conducted against this backdrop in order to investigate how Universal Basic Education has

affected the educational growth of female students in the state of Bayelsa. Returning to its roots, the UBE is an offshoot of the earlier UPE. Launched in 1999, UBE was later put into law in 2004 by the president. Participation in the UBE programme is mandatory and free of charge for all elementary and junior high school students in Nigeria. Six years of elementary school and three years of junior secondary school make up UBE, which is nine years long, according to the FRN (2000). There is a chance to fix the education problem in the first nine years with UBE. Nevertheless, there is concern that if the UBE does not adequately invest in human resources development, the plan to educate all children in Nigeria may be for nothing. Denga (2006) pointed out that ever since the UPE program took started in the mid- 1900s, providing education to all Nigerians has been the country's top priority. Enrolment soared from 6.2 million in the 1975–1976 session to 14.8 million in 1992 as a result of this. There will be issues as a result of this sudden surge in enrolment if proper preparation is not done. The goal of UBE in Nigeria is to ensure that all citizens, regardless of socioeconomic status, have access to quality education from kindergarten through high school, as well as postsecondary and informal learning opportunities. Sec. 18 of Nigeria's 1999 constitution declares that the goal of the federal government is to "eradicate illiteracy." In order to achieve this goal, the government will establish a free adult literacy program, make secondary education free, and ensure that all children attend a free and mandatory primary school. This policy reform is in line with those stated goals. Waldman (2009) argues that women face barriers to education and employment due to a strong commitment to conventional gender roles. Cultural norms surrounding the return on investment (ROI) of parental investments in their children's education lead some parents to be biased against their daughters' pursuit of higher education. For their children's financial security in old life, parents often look to males with greater rates of return. Education is the quick fix for closing the gender gap in schooling and ensuring economic equality for girls. Cultural prejudice towards males, a lack of financial means, parents' perceptions of the return on investment in their daughters' education, and societal expectations around gender roles are all factors that hinder girls' access to school.

The impact of UBE on the socioeconomic opportunities for females in South-South Nigeria was investigated by Ekpo et al. (2010). To direct the investigation, the researchers came up with four questions and three thousand possibilities. This investigation made use of the ex-post facto research strategy. Of the fifteen thousand female students enrolled in six different schools in southwestern Nigeria, one thousand and fifty were randomly selected for this study. Stratified random sampling with proportional allocation was used to choose the sample. The Girl-Child in School Questionnaire (PWRGSQ) and the UBESPGQ were used as instruments for data collection. Six research experts worked together to verify the PWRGSQ and UBESPGQ. Both PWRGSQ and UBESPGQ have high Cronbach alpha reliability coefficients; the former came in at 0.86 and the latter at 0.77. The results showed that parents were OK with keeping their daughters enrolled in the UBE program. Furthermore, there was a very low student-to-equipment ratio since the necessary facilities and equipment for successful vocational training were insufficient. Parents' propensity to enrol their daughters in the 9-year UBE curriculum varied significantly according to socioeconomic status, level of education, and level of literacy. Many in South-South Nigeria believed that UBE would have a major impact on the economic and social opportunities available to girls in the region. The impact of UBE on the socioeconomic prospects of girl-children in the future will, however, be nothing more than a mirage unless sufficient resources are made available.

The effects of the UBE program on children in South West Nigeria were investigated by Yusuf and Ajere (2010). This research aims to help find answers to the questions raised by the program's implementation difficulties by taking a look at the goals and issues surrounding Universal Basic Education. The study was guided by three research questions. This investigation made use of the ex post facto methodology. One hundred eight thousand

elementary school children make up the study's population. Effects of Universal Basic Education on Children in Nigeria (IUBENCQ) was the name of the questionnaire that was used in the research. With Cronbach's alpha, we were able to get a reliability coefficient of 0.79. Primary school kids have access to free education, but not all subjects' textbooks are provided at no cost to them. Additionally, instructors lack the necessary motivation to teach, and the resources available to them are insufficient. In order to help low-income families afford such a high level of education, the research suggests the following: the federal and state governments should set aside sufficient cash to cover the cost of teachers' salaries, and the federal government should receive recurring subsidies to cover these costs. The inspectorate division should also conduct inspections and supervision on a regular basis. Factors that contribute to girls' involvement in formal education, according to Jatua (2008), include low levels of parental support, societal attitudes towards girls' education, poverty, economic concerns, cultural biases, and religious intolerance. In addition to early marriage and teen pregnancies, other contributing factors listed by Agusiobo (2016) include: unfavourable community and parental attitudes, a Western educational model that is incompatible with Islamic teachings, large families that dictate who stays at home and goes to school, which leaves girls with little choice but to do housework, and the fact that boys are more esteemed and bear the family name, which further devalues them.

Statement of the problem

Under the Universal Basic Education (UBE) policy, which began on September 29, 1999, students are required to attend a public elementary and junior high school for nine years at no cost to them. The primary objective of the government is to guarantee that all children have unrestricted access to a quality, universal, free, and compulsory education for a full nine years. During this time, students should learn basic reading, writing, arithmetic, and communication skills as well as develop their abilities in other areas that will be useful throughout their lives (Federal Republic of Nigeria, 2013). Despite this, 5.5 million females in Nigeria do not attend school, according to the statistics that are currently available (UNESCO, 2014). Girls' enrolment is 56% and boys' enrolment is 61% at the elementary school level. A larger percentage of females than boys drop out of school in sixth grade, and forty percent of women and twenty-eight percent of men have never attended any kind of formal education (NPC, 2009).

It is very uncommon for girls to be forced to work as domestic slaves or engage in other forms of child labour such as hawking, begging, trafficking, prostitution, or even dropping out of school to earn money. As a consequence, many criminal activities have flourished, including pickpocketing, selling questionable goods, and trafficking in females for commercial sex labour. The effects are that a class of young destitute illiterate girls with minimal education is created having no means of making a decent livelihood (Agusiobo, 2016). The highlighted social problems the adolescent girls face have created a great source of concern to all stakeholders, hence the need for this research work. Therefore, the research problem is to examine the relationship between teaching materials of UBE programme and educational development of the girl-child in Bayelsa State.

Purpose of the study

The research set out to analyse the relationship between the educational growth of females in Bayelsa State and the UBE program's pedagogical resources. This study's overarching goal is to assess the impact of the UBE program's pedagogical resources on the academic growth of female students in Bayelsa State.

Research Question

The following research question guided the study:

What is the relationship between teaching materials of UBE programme and educational development of the girl-child in Bayelsa State?

Hypotheses

The following theory is proposed by the researchers. As far as the educational progress of females in Bayelsa State is concerned, the UBE curriculum has no correlation with this.

METHODOLOGY

This study used the correlational survey research design. In this research, 4445 female students from the Ogbia, Sagbama, and Southern Ijaw education zones of Bayelsa State participated as a population. They were enrolled in the second and third years of junior high. The study selected 556 female students, or 13% of the total population, using a proportionate stratified random selection method. A 10-item questionnaire called the Teaching Materials of UBE Programme and Educational Development of the Girl-Child Questionnaire (TMUPEDGCQ) was used to gather data for the research. The study's supervisor and two measurement and assessment specialists from Niger Delta University's educational foundations department on Wilberforce Island in Bayelsa State checked the instrument's validity. Using Cronbach's Alpha, we were able to determine how reliable the instrument was by looking at the internal consistency of different variables. Twenty (20) female students from five (5) schools in the Ahoada West LGA of Rivers State, who were not initially part of the primary research sample, were given the questionnaire once. For educational resources and girl-child development, the corresponding dependability coefficient values were .802 and .811, respectively. Results showed that the study's data gathering tool had a high reliability coefficient. The data were analyzed with the application of model summary of simple regression analysis and PPMC analysis for the research question and hypothesis respectively with the support of the SPSS version 26.

Results

Research question: One

What is the relationship between teaching materials of UBE programme and the educational development of the girl child in Bayelsa State?

Table 1: Model summary of simple regression analysis of the relationship between teaching materials of UBE programme and the educational development of the girl child

Variables	N	R	R ²
Teaching materials of UBE programme* Educational development of the girl child	556	.455	.207

Table 1 shows that there is a connection between the two variables, with an r-value of .455 and a r²-value of .207. It is evident that the instructional materials of the UBE program account for 20.7% of the overall variation in the educational development of girls. Consequent upon the relationship between the two variables, the Pearson PPMC analysis was carried out in order to authenticate if the relationship is significant or not (See Table 2).

Hypothesis One

There is no significant relationship between teaching materials of UBE programme and the educational development of the girl-child in Bayelsa State.

Table 2: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the relationship between special policies of UBE programme and the educational development of the girl-child

Variables	N	df	r.cal.	Sig.	Decision at P < 0.05
Special policies of UBE programme	556	554	.455	.000	*
Educational development of the girl-child	556				

* = Significant at 0.05 alpha Level; N = 556.

Since the computed p-value of .000 is lower than the threshold p-value of .05 alpha level with 554 degrees of freedom and an r-value of .455, the results shown in Table 2 indicate that the PPMC analysis is significant at a $p < .05$ alpha level. Therefore, we reject the null hypothesis that the UBE program's instructional materials have no impact on the academic growth of Bayelsa State's female students. The alternative hypothesis, which posits that the educational growth of girls in Bayelsa State is significantly impacted by the teaching materials of the UBE program, is supported.

Summary of Finding

There is a significant relationship between teaching materials of UBE programme and educational development of the girl-child in Bayelsa State.

Discussion of Findings

The result in Table 2 reveals that, there is a positive relationship between teaching materials of UBE programme and the educational development of the girl-child in Bayelsa State with a correlation coefficient r-value of .455. This indicates low magnitude with a positive direction. The positive relationship between teaching materials of UBE programme and educational development of the girl-child means that, as scores of teaching materials of UBE programme increase, there is a corresponding increase in educational development of the girl-child scores and the reverse is the case.

However, when PPMC analysis was utilized to test the null hypothesis, it revealed p-value of .000 which was found to be statistically substantial at .05 alpha level with 554 degrees of freedom. The result therefore shows that, there is a significant positive relationship between teaching materials of UBE programme and educational development of the girl-child in Bayelsa State. This result to an extent supported the finding of Ovuru (2016), who agreed that Bayelsa state government has provided some audio-visual aids for children education. This has made learning more vivid to students. On the 20.7% level of influence, the result is quite understandable because most of the primary and junior secondary schools have no good library and science laboratories not to talk of workshop. The results of Oni (2009) and Ekpo et al. (2010) are in agreement with this. Findings from this research show that schools aren't providing enough resources for vocational education for female pupils. Practical classes are rarely held in vocational subjects, they depend on theory presented entirely by lecture method to the students, and student equipment ration is above the required standard of one student to equipment. The implication is that the female children undergoing UBE programme are half baked and are consequently not able to practice the vocational skills taught in the schools for a living.

Conclusion and Recommendation

The research found a strong correlation between the educational progress of girls in Bayelsa State and the UBE program's pedagogical resources. The conclusion states that schools should be provided with necessary and suitable teaching materials by the government due to the fact that this might help females' educational growth in society.

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