

Availability of Teaching Staff in Ube Programme and Educational Development of the Girl-Child in Bayelsa State

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Abstract

The research examined UBE teaching staff availability and Bayelsa State female education. The study used correlational survey research. The research included 4445 female Junior Secondary two and three pupils from Ogbia, Sagbama, and Southern Ijaw school zones in Bayelsa State. The research included 556 female students (13% of the population) recruited using proportional stratified random selection. Data was collected using a 10-item questionnaire called the Availability of Teaching Staff in UBE Programme and Educational Development of the Girl-Child Questionnaire (ATSUBEPEDGQ). The research supervisor and two measurement and evaluation specialists from the department of educational foundations, Niger Delta University, Wilberforce Island Bayelsa State, validated the instrument. The reliability coefficients of the instrument internal consistencies were calculated using Cronbach's Alpha. The reliability coefficients for teaching staff and girl-child education were .812 and .811, respectively. Model summary of basic regression analysis and Pearson Product Moment Correlation Coefficient (PPMC) analysis for the study question and hypothesis were used in SPSS version 26 to analyse the data. The research found that UBE program teaching staff affects girl-child educational growth in schools. The study equally recommended that government should employ more trained and qualified teaching staff in schools, especially trained female teachers. This will empower girls to stay in schools and will remain as role models to other girls in rural areas where they are mostly needed.

Keywords: *UBE Programme, Availability of Teaching Staff, Educational Development, Girl-Child*

INTRODUCTION

The concept of education was described by UNICEF (2014) as a basic human right, vital to personal and societal development and well-being. Education is the foundation upon which all factors of sustainable development in any society rely upon. On the other hand, Oke (2010) noted that education is an instrument through which production of all human capital becomes functional to operates all the social institution of society, therefore, to deny society the benefits of education is detrimental to deny the society the right of existence and development. Olusegun Obasanjo, Nigeria's former president, recognised the importance of education and in September 1999 launched the Universal Basic Education programme. The goal of the program

is to provide free, universal, and compulsory nine-year basic education to all children in Nigeria. It also includes adult literacy and non-formal education, programs to acquire skills, and education for special groups including nomads, migrants, girls, women, almajiri, street children, and disabled people (UBE Act 2004). A means of evaluating educational possibilities for all children of school age was therefore established with the launch of the UBE programme. Therefore, the right to an adequate and relevant education is implicit in the right to access education. The chance for girls to get an education is at the heart of the matter. When it comes to providing education for their citizens, many state and municipal governments fail to consider the unique needs of girls (Ada, 2010). Hence, a large number of females are unable to pursue their educational goals. Northern state in particular has persistently low rates of female enrolment in basic education programs. Northwestern, northeastern, and rural women make up only 20% of the country's literate and educated population (UNICEF, 2014).

Empowering women requires investing in the education of girls. The more education females get up to the UBE level, the more equipped they will be to contribute to long-term economic growth. Denying people access to education is a certain way to keep them out of development efforts, as education is the key that unlocks all development endeavours. It aids in the maintenance and acceleration of general growth, fulfils the fundamental human need for knowledge, and provides a way of satisfying other fundamental wants. How jobs and wealth are distributed among current and future generations is influenced by education. It affects health, fertility, and life expectancy indirectly, which in turn affects societal welfare (Oke, 2010).

Numerous studies have focused on the problem of girls' lack of access to school and future economic opportunities. Economic impotence, according to Obasi (2014), is a major factor in female subjection and poor self-esteem in male-dominated societies, where 65.4% of men and just 32% of women are economically engaged. Countries that have taken steps to elevate their women's status, such as ensuring that all girls get an education, tend to have a better quality of life than those where this is not the case (Aniche, 2010). As a result, gender disparity was included in the United Nations Development Programme's (UNDP) 1995 human development index (HDI) as a metric for measuring progress in nations. Two indexes were used in accordance with Aniche (2010). In 1992, these gender-related indicators were ranked as follows. Among 172 nations, 141 have HN; among 130, 100 have GDI. and 108 out of 116 nations made it to GEM.

According to Okiy (2012), Nigeria received a very low human development rating from the UNDP in 2002. This, along with the fact that there are fewer educated women than men, makes it difficult for them to contribute to national development efforts. In an effort to address this gender imbalance, the Federal Government recently introduced the universal Basic Education (UBE) program. This could be seen as a catalyst for more female participation in national development efforts (Imoukhuede, 2007). For example, at the primary level, basic education aims to instill permanent literacy, numeracy, and effective communication skills in children. It also provides opportunities for children to develop manipulative skills that will help them function effectively in society within their limits. Additionally, local school curricula usually include subjects like computer education, agriculture, home economics, social studies, citizenship education, cultural and creative arts, and trades and crafts (Oni, 2008). The provision of technical information and vocational skills essential to agricultural, industrial, commercial, and economic growth is one of the overarching objectives. In order to ensure that

students who do not meet the academic and vocational requirements for senior secondary school are prepared to contribute to society and themselves, the Federal Republic of Nigeria mandates that junior secondary schools provide a balanced academic and vocational education (2004:P 19). Students in junior high schools also take classes in areas such as music, computer science, business studies, agriculture, home economics, and introductory technology.

If you believe Holton and Trott (1996), human resources are a company's investment in its employees' professional and personal development via structured training programs designed to boost productivity and morale. Human resource development encompasses a wide range of activities, such as training and development, career development, and company development. All of a society's available knowledge and abilities are collectively known as its human resources. Involving the creation, upkeep, and use of human resources—gain—in an interactive fashion, HRD encompasses all human activities, including production, distribution, trading, and earning a livelihood. To guarantee human growth that lasts and to increase the value of all other resources—those that do not include humans—human resources are indispensable. To tackle the developmental issues of the twenty-first century, human resource development should be at the forefront of the global development agenda. A nation's progress is directly proportional to the progress and capacity of its people.

When it comes to human development, Drucker (1999) claims that people are the most valuable resource. It is a way for people to stay updated on the latest research and developments in training and education that lead to high productivity. Human resource development, a byproduct of education and the building of human capital, has therefore been an integral part of educational reforms across the world. A company's ability to attract and retain talented workers depends on its human capital development strategy, which aims to increase its pool of educated, experienced workers. Making the appropriate decision involves education since it entails being aware of the implications, and human growth is an expression of choice.

Education and human development are inter linked and complimentary. one cannot be attained without the other. (Michael, 2011). Education is a veritable tool that all developing and developed nation of the world can use skillfully to accomplish their national objectives in human recourse development. Building the education sector is a collective responsibility of the male and female counterpart. There is a saying that when you educate a woman you have educated the whole world. Education is empowerment and as such when you educate a woman you provided succor to the nation. The educated women through an igneous plan make paths to greatness for their children, she sow in her children the seed of determination and models a life determination in them (Babalola, 2011).

Vocational education teaches students marketable skills. As a kind of education, vocational training equips students with the theoretical background and hands-on experience they'll need to enter the job with confidence and competence (Oni, 2007). A society that is able to rely on itself less is something that vocational education aims to foster. Any kind of schooling whose major goal is to train students for gainful work in a certain occupational field is considered vocational education, whether taken alone or as part of a broader general education curriculum. Practical experience with various types of machinery, computers, and equipment is an integral part of most vocational-technical education programs nowadays. Many vocational practitioners who have no knowledge of tools handling, machine and computers operations may be left

behind in their later professional practices. It is the realization of this fact that led to the introduction of subjects rich in vocational skills into universal Basic education (UBE) programme. Subjects such as Agriculture, Business Studies, Home Economics, Local Crafts, and Computer Education are included as pre-vocational electives in the national policy on education (NPE) of the Federal Republic of Nigeria (2004). Expressive arts and musical composition.

A lot of new, exciting, and potentially game-changing ways to use computers in the classroom have emerged within the last 20 years. The importance of pupils possessing computer literacy has grown in recent years due to the proliferation of technologically driven commercial endeavours (Olagunjo, 2009). Computer education should thus be taught to students in a way that is both comprehensive and relevant to their chosen occupational fields. According to Oni (2007), computer education should align with vocational specialisation and permeated approaches. The former involves teaching computer as a separate subject, while the latter involves introducing and integrating computer studies into subjects like Local Craft, Home Economics, Business Studies, and Agriculture. However, when computers are the focus of class, students care primarily about acquiring data processing and computer skills. There are two types of computer science courses, according to Udo (2009). 1. "How to courses," which educate students to operate and solve problems using computers, and 2. "Appreciation of units," which teach students about computers and their potential, power, and dangers.

This apparatus is used in a commercial context. As previously said, CAI aids students in their learning and impacts their knowledge and abilities in ways that extend beyond the classroom, preparing them to thrive in a globalised world and society that is rapidly evolving due to rapid technological advancements.

Business Administration. There are six parts to the business studies curriculum in junior high. Office procedures, accounting, typing, shorthand, commerce, and computer literacy are all part of this. The Federal Republic of Nigeria's (2014) national strategy on education emphasises that the program's goals include, among other things: a. gaining an understanding of business studies; b. learning the fundamentals of office work; and c. getting students ready for graduate school in business studies. d. Assisting those who are unable to continue their education with the necessary orientation and skills to enter the workforce; and e. Connecting this newfound information and skill set to the overall economy of the country. Since business studies is pertinent to long-term national development and has many uses across all human activities, skill building is a primary focus. The primary objective of ensuring that young people have the knowledge and abilities necessary for their chosen careers is, as stated by Udo (2009), to enable them to make the greatest possible contribution to the expansion of the national economy. Developing students' psychomotor skills with their cognitive and affective abilities in business studies might help them emotionally settle into a career of their choosing upon graduation, according to Ekwere (2014), who argued that this would alleviate the difficulty of skill transmission.

Before formal schooling came to Nigeria, children learnt trades and talents from their parents and elder relatives by observation, demonstration, and imitation (Olagunjo, 2009). Noting that business studies, like other vocational studies, are taught in the same way, he went on to say

that the skills were handed down through generations in a similar fashion. To state the obvious: the goal of incorporating business studies into the UBE curriculum is to inspire students to think critically about their futures, improve their abilities, and get involved in the entrepreneurial spirit. Learning skills does not rely on pupils' intrinsic abilities but on instruction, practice, and experience rather than on a mysterious, sequential set of tasks. Students' ability to learn to type is significantly correlated with the accessibility of studio equipment (Udo 2009).

The connection between the classroom and the business office is crucial in order to provide students with the meaningful and practical experience they will need to shape their careers, according to Aliyu (2012), who argued that students should be prepared for the realities of the business world outside of traditional classroom settings. For example, he disclosed that fluency with the keyboard is crucial for optimising computer activities. Junior high school pupils who learn to type may succeed in computer operations and even make a job as typists if they choose not to continue their schooling.

Fine Arts

Art is the skilful manipulation of mediums or media to convey ideas, feelings, experiences, and values to an audience (Ebigbo, 2011). People of all genders have an innate desire to create things as a means of representing and communicating these things. Art demonstrates the creative ability. Making objects with shape is, then, one definition of art. What matters most is not only the knowledge that will be taught in school, but rather the individual's actual experiences in relation to their surroundings. As an integral part of a well-rounded education, art helps kids fulfil three basic needs: the need to know and be understood by the world around them; the need to think creatively and independently; and the need to connect with others, both young and old, in meaningful ways (Ekwere, 2014). Consequently, a well-designed fine art curriculum for JS3 pupils might foster personal development while enabling the unrestricted expansion of creative and perceptual abilities. Still life, landscape, figure, and composition are just a few of the many topics included in a fine art education. Sculpture, ceramics (including shaping, throwing, and casting), graphic design (including writing, basic printing processes used for information, ads, posters, greeting cards, hand bills, and book covers), and textile design are some of the other subjects. Embroidery, printing, weaving, and dying (tie and dye/batik) are some of the most basic methods used in textile design. The purpose of teaching these areas, according to Ekwere (2014), is to give students the chance to learn how to use art tools and materials correctly, to develop their artistic abilities to an adequate level, to broaden their horizons intellectually, physically, and culturally, and to recognise the value of art in society and other fields. The existing 9-year Basic Education curriculum has to be reviewed in order to determine whether it gives students adequate opportunity to learn and develop the skills that are required. The home economy is an interdisciplinary movement that brings together several fields of study to create a better world to live in. To become contributing members of society, students must acquire a wide range of abilities. It covers a wide range of topics, including needlework, textiles, nutrition, and household administration. They were all designed to help students develop skills that would be valuable in the job market. Those who haven't been patient enough to learn the basics of home economics should remain Sewing and cooking are part of home economics. But that's not all the topic covers; it's a course that weaves together information

about the household and society to help a child grow into a contributing member of society (Bista, 2010). Because of the nature of the subject matter, students are expected to acquire high-quality skills. In home economics, topics including clothes, housing, and money are examined in connection to individuals and their surroundings. This area of study focusses on developing marketable skills that may lead to paid work or self-sufficiency, and it also aims to help students become productive members of society by teaching them how to solve issues (Mberu, 2017). Sewing, cooking, and textile design are all skills that the kids learn to do by hand. In this approach, they may learn things that will benefit society as a whole, not just themselves.

Practical Agriculture

In 1982, when junior secondary school (JSS) education first became available in Nigeria, agriculture education was also instituted as a fundamental topic at this level. According to UNICEF (2014), all children in junior high school are required to take a course in practical agriculture as a prerequisite for a career. Upon completion of junior secondary school, which serves as the capstone of universal basic education, pupils are anticipated to possess sufficient practical agricultural knowledge and abilities. Upon finishing their nine-year UBE program, they are also anticipated to have the correct mindset for agricultural endeavours. Students must first get the needed practical skills, knowledge, and height before they may enter agricultural vocations. Rufai and Ogidi (2016) state that those who drop out of school after the JSS level have opportunities to start their own businesses or work in agriculture. Practical agriculture courses often include coursework in agricultural economics, agricultural protection, and agricultural production. School farms should cultivate crops and at least one kind of animal from the ruminant and non-ruminant categories. This is a requirement for schools that are doing practical agricultural programs. As a complement to classroom instruction, students studying practical agriculture often tour renowned public and private experimental and commercial farms. Students should also keep field or practical note books where they may document their own actions related to laboratory work, school farm observations, field visits and specimens gathered.

Music:

The music curriculum is extensive and purposeful, with the overarching goal of teaching pupils the fundamentals of music so that they may be independent when they graduate from high school. The primary goal is to have fun while teaching kids to sing in tune and build their confidence by singing on their own. Secondary goals include exposing students to other languages and cultures via singing and improving the teaching of Nigerian languages outside of Nigeria. Learning to read music, comprehending musical alphabets, identifying musical instruments (both native and foreign), learning to play an instrument, being able to visually and aurally recognise them, and caring for them are all goals related to music theory. And lastly, after hearing the rhythm, the pupil is supposed to learn it by drumming out basic rhythm patterns. The ability to sense the tempo of a piece of music and deduce its rhythm from its notes (Federal Ministry of Education, 2009). The ability, when used correctly, may provide a living wage in the performing or maintenance industries; a female kid who acquires this talent has a greater chance of succeeding in life than a girl who does not attend school.

Introductory Technology

Facilitates junior high school students' exploration of the workforce, sensible career choice-making, and the development of informed consumer patterns. The program's goal is to foster positive attitudes towards technology and industry among junior high school students by exposing them to it via exploratory activities. Thus, supports achievement of Nigeria's goal to build individuals who will: Adjust to the changing environment; deal with forces which influence the future and participate in controlling his/her own destiny. As one of the pre-vocational courses offered in Nigerian junior high schools, introductory technology helps students get a feel for the production and consumption processes by giving them hands-on experience with a variety of consumer and industrial product planning, manufacturing, testing, serving, and evaluation tasks. Provides students with a foundational knowledge of industrial processes while they pursue their passions and form an attitude towards learning; introduces them to a wide range of career options; and prepares them to continue their education beyond high school in a variety of fields. As a result, they are more equipped to apply scientific principles, building methods, and planning and design principles to real-world issues. Offering basic technology as a core topic alongside maths and physics helps to decrease technological illiteracy and establishes a firm groundwork for genuine national progress. Three goals of introductory technology, according to the Federal Ministry of Education, Science, and Technology (2011), are to:

1. Offer a foundational education in technology to prepare students for a career in the field.
2. Make technology accessible for daily life and
3. Foster imagination

In order to do this, the foundation of this subject's instruction must be a focus on making the acquisition of basic technological skills applicable in real-world contexts.

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.

From its first edition in 1977 to its subsequent editions in 1981, 1988, and 2004, the National Policy on Education (NPE) has maintained its stance in support of equal access to education for 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.

UBE has undergone implementation for about a decade now in Bayelsa State. The basic aim is to provide basic skills of literacy, numeracy and communication to children and several disadvantaged groups for purpose of their livelihood thereby contribute to national growth. The aim was to realign the education sector especially the UBE programme to meet the needs of the individual and empower such meaningfully contribute in the meeting the development aspiration of the state and the Nigeria Nation.

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. Agusiobo (2016) lists a number of other factors that contribute to this problem, including: poor and negative parental and community attitudes; a version of western education that is incompatible with Islamic education; early marriage; adolescent pregnancy; big families, which force parents to decide who goes to school and who stays at home, often leaving the girls to do domestic chores; and the fact that boys are more valued and carry the family name, which further lowers their status in the family.

Education of the girl-child for fair, harmonious society and sustainable development was the subject of Agusiobo's (2016) research. Finding out how much of an effect government and development partners have on girls' access to school was the driving force for the research. This research made use of document analysis. Appropriate human development was the focus of the research, which also looked at local legislation and statements made by international organisations. According to UNICEF (2014), a staggering 10.5 million children in Nigeria do not attend school, with females making up almost 60% of that figure. A review of basic school enrolment data from 1990 to 2010 showed a gender gap that was narrowing, while data from 2014 to 2016 showed an uptick in enrolment and a gender parity score between 0.80 and 1.00. The following were among the suggestions made: protecting the rights of girls and women in all aspects of their lives (development, participation, and survival); increasing financing for education; implementing the national policy on gender in basic education effectively; empowering girls and women with a variety of life skills; and sustaining gender equity. Omu (2008) investigated the impact of families on girls' access to education in Delta State. Specifically, the research set out to examine how family members' views, norms, beliefs, and ambitions impact their daughters' educational opportunities. The research design that was used was the analytic descriptive survey. A total of 3,403 people from various urban, rural, and riverine regions of Delta State participated in the survey, representing nuclear and extended families. We conducted this investigation with four assumptions and research topics in mind. There were 3,403 responders in the sample. By using a proportional stratified random sampling approach, a total of 932 respondents were surveyed. The study's primary tool was a questionnaire. In order to find the reliability and coefficient of, the test-retest approach was used. 78 was acquired. To address the study topics, we used the standard deviation and mean. To evaluate our hypotheses, we employed the t-test. Both nuclear and extended families exhibited a poor value system and a negative attitude towards girls' education, according to the results. It was suggested that families should prioritise the education of their daughters as a means of social progress, and that traditional, religious, and patriarchal ideas should be

dismantled in order to remove the obstacles that keep females from achieving educational parity with boys.

Statement of the problem

The Universal Basic Education programme (UBE) was launched on 29th September 1999 to provide a nine-year free and compulsory education that covers primary and junior secondary school. 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. As a result, a generation of young girls will be born into poverty, illiteracy, and an absence of economic opportunities (Agusiobo, 2016). The associated 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 availability of teaching staff in UBE programme and the educational development of the girl-child in Bayelsa State.

Purpose of the study

The purpose of the study was to examine the availability of teaching staff in UBE programme and educational development of the girl-child in Bayelsa State. The specific objective therefore is to:

Ascertain the relationship between availability of teaching staff in UBE programme and educational development of the girl-child in Bayelsa State.

Research Question

The following research question guided the study:

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

Hypothesis

The researchers formulates the following hypothesis

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

METHODOLOGY

This study used a correlational survey research approach. In this research, 4445 female students from the Ogbia, Sagbama, and Southern Ijaw education zones of Bayelsa State participated as a population. They were in Junior Secondary two and three classes. The research used a proportional stratified random sampling approach to pick 556 female students, who made up 13% of the overall population. A 10-item questionnaire called the Availability of Teaching Staff in UBE Programme and Educational Development of the Girl-Child Questionnaire (ATSUPEDGCQ) was used to gather data for the research. The validity of the instrument was carried out by the supervisor of the study and two experts in measurement and evaluation in the department of educational foundations, Niger Delta University, Wilberforce Island, Bayelsa State. The reliability of the instrument internal consistencies of various variables was obtained through the application of Cronbach's Alpha method. Twenty (20) female students from five (5) secondary schools in Ahoda West Local Government Area of Rivers State, who were not originally part of the primary research sample, were given the questionnaire once. For both the availability of teaching personnel and the educational progress of girl-children, the dependability coefficient values were .812 and .811, respectively. Results showed that the study's data gathering tool had a high reliability coefficient. Model summary of simple regression analysis and Pearson Product Moment Correlation Coefficient (PPMC) analysis were used to analyse the data, with the help of the Statistical Package for the Social Sciences (SPSS) software version 26, to test the research question and hypothesis, respectively.

Results

Research question: One

What is the relationship between availability of teaching staff in 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 availability of teaching staff in UBE programme and the educational development of the girl child

Variables	N	R	R ²
Availability of teaching staff in UBE programme* Educational development of the girl child	556	.501	.251

There is a strong connection ($r=.501$) and a somewhat weaker one ($r=.251$) between the variables shown in Table 1. This found that the availability of teaching personnel in the UBE program accounts for 25.1% of the overall variation in the educational development of girl-children. Based on the fact that the two variables were found to be related, we ran the PPMC test to see whether the correlation was statistically significant (Refer to Table 2).

Hypothesis One

The educational growth of girls in Bayelsa State is unrelated to the availability of teaching professionals in the UBE program.

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

Variables	N	df	r.cal.	Sig.	Decision at P < 0.05
Availability of teaching staff in UBE programme	556	554	.501	.000	*
Educational development of the girl-child	556				

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

With 554 degrees of freedom and an r-value of .501, the PPMC analysis is significant at the $p < .05$ alpha level, as shown in Table 2. This is due to the fact that the computed p-value of .000 is lower than the criteria p-value of .05 alpha level. So, we can reject the null hypothesis that says there is no correlation between the number of teachers available via the UBE program and the progress that girls make in school in Bayelsa State. The alternative hypothesis, which posits that the educational growth of girls in Bayelsa State is significantly impacted by the availability of teaching personnel in the UBE program, is supported.

Summary of Finding

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

Discussion of Findings

A good association between the educational growth of girls in Bayelsa State and the particular policies of the UBE program is shown by the result in Table 1, which has an r-value of .501. This indicates low magnitude with a positive direction. The positive relationship between availability of teaching staff in UBE programme and educational development of the girl-child simply implies that, as scores of availability of teaching staff in 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 significant at .05 alpha level with 554 degrees of freedom. The result therefore shows that, there is a significant positive relationship between availability of teaching staff in UBE programme and educational development of the girl-child in Bayelsa State. This result is in agreement with those of Ovuru (2016) and Agabi (2014) who all reported that the teacher plays numerous roles in the achievement of education aims and objectives and that the teacher can degrade the quality of education through errors and in competencies. Nevertheless, Ovuru (2016) equally expressed the view that, despite the employment of qualified teachers by Bayelsa State government in the UBE programme, there are no adequate trained and qualified teachers to teach all aspect of the UBE programme in the State. Going by this result it could be explained that most of the vocational subjects that are intended to equip the students with relevant skills for self-reliant and gainful livelihood are not taught because there are no teachers that have the competencies to teach these specialties in the schools. This study is in alignment with that of Ibrahim (2016) who reported that on the availability of teaching staff importance to the effective and efficient implementation of the UBE programme and supportively contribute to the educational development of the girl-child in the State.

Conclusion and Recommendations

The study concludes that availability of teaching staff in UBE programme has significant relationship with educational development of the girl-child in Bayelsa State. On the basis of the conclusion, it was recommended that, government should employ more trained and qualified teaching staff in schools, especially trained female teachers. This will empower girls to stay in schools and will remain as role models to other girls in rural areas where they are mostly needed.

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