

EVALUATION OF THE IMPLEMENTATION OF GENDER ISSUE IN THE UBE PROGRAMME IN ALKALERI LOCAL GOVERNMENT AREA, BAUCHI STATE

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ABSTRACT

The paper evaluated the implementation of gender issue in the UBE programme in Akaleri local government area of Bauchi State. The study adopted evaluation and survey research designs. The cross sectional survey was used to select a sample for the study. The Context, Input, Process and Product (CIPP) evaluation model was employed in evaluating the implementation of the girl child schools in Alkalrei local government area. The population of the study comprised of the 34 girl-child schools in the three districts of Alkaleri local government. Pali and Duguri Districts 13 girl-child schools each while Gwana District had eight schools giving a total of 102 teachers and 1031 pupils. The simple random and stratified sampling technique was used in selecting eight schools and 24 teachers while all the head teachers were used for the study. The instrument used for data collection was a rating scale on school enrolment, availability and adequacy of infrastructural facilities, instructional materials and teachers in the girl-child schools. The instrument had two sections, A and B. Section A contained the biodata of the respondents while section B contained 42 items on availability adequacy of instructional facilities/materials, teachers and enrolment in the girl-child schools. Five research questions guided the study and were answered using frequency tables. The findings of the study revealed that there was a continuous increase in enrolment for the years 2014/2015 to 2019/2020 academic sessions in the girl-child schools. It was found that infrastructural facilities, instructional materials and teachers were either inadequate or lacking, while ICT facilities/materials and laboratories were not available in the girl-child schools. The study recommended among others that the Bauchi SUBEB should provide more infrastructural facilities and instructional materials, create more awareness to its citizens on the benefits of education to the girl child to have them enroll in and complete their education. More women teachers should teach in the girl-child schools to serve as motivation the girls and their on the benefits and relevance of education to the girl child.

Key Words: Evaluation, Universal Basic Education, Gender, Implementation.

INTRODUCTION

The Nigeria's philosophy of education as embedded in the national policy on education document focuses on attaining: a free and democratic society, a just and egalitarian society, a strong and self-reliant nation, a great and dynamic economy and a land full of bright opportunities for all citizens (Federal Republic of Nigeria (FRN), 2014). Based on the national aspirations, the philosophy of the Nigerian education seeks to develop individuals into sound and effective citizens, integrate individuals into the community and to provide equal educational opportunities for all citizens of the country at the primary, secondary and tertiary levels of education both inside and outside the formal schooling system. In addition, education is to be tailored towards self-realization, human rights relations for individual and national efficiency, effective citizenship, national consciousness and unity as well as towards achieving social, cultural, economic, political, scientific and technological progress (FRN, 2014). The foregoing implies that every citizen has a right to be educated irrespective of class, social status and gender among others. Thus, the Nigerian education system is value-laden, aimed at producing citizens to live and contribute meaningfully to the development and advancement of the society.

Despite the policy intentions/declaration, there is problem in attaining the education goals from different facets including the problem of gender inequality which has not yet been addressed. It is enshrined in the education policy every citizen should have equal right of access to education, signifying that there should be equal opportunities, justice, equal earning and treatment to all members of social groups irrespective of their sex roles. However, this is yet to be achieved because of inequalities that exist in the provision of education for women and the girl child as compared to the men and boy child. For instance, there is continuous discrimination against women and widened socioeconomic inequality between men and women in the country. The dimension of inequality in access to education in Nigeria has been on for a long time and it is more noticeable in the recent past whereby, educating the boy child is being preferred and valued more to the girl child especially in northern Nigeria.

The issue of discrimination on the basis of gender particularly in Nigeria revalue around, religious and societal beliefs and preferences and economic factors among others. Particularly religion has negative impact on the school enrolment of girls due to religious misinterpretation. Islam and Christianity have negatively affect the education of the girl child and is most pronounce among northern Muslim parents who fear that their daughters would be converted to Christianity if sent to school (Uzowuba, 2021). Also, stereotyping is encouraged among family members and/or social settings such that role is assigned without considerations to one's abilities, competence and experience thereby creating gender inequality in jobs and appointments. This is manifest in the number of women in politics/governance and the provision of separate schools for both genders leading inequality in the levels of educational achievement/attainments of boys and girls.

Again, taking a look at access to education in northern Nigeria shows a gender imbalance in favor of the male child as reflected in the Nigerian last census population figures of 2006 which indicated that there were more males than females in school. This contradicts the UNICEF (2008) position to allow all children access to education irrespective of gender and or other factors with particularly emphasis on the girl-child. Umeana (2018) also found that the literacy rate for males was higher than their female counterparts in the northern parts of Nigeria. This was attributed to factors such as early marriages, lack of belief in the value of western education to the girl child who is seen as a commodity that will be married out to another family, religious beliefs and societal/cultural beliefs among others.

There is also the claim that in most eastern parts of Nigeria, the females dominate education and other vital sectors of life. This supports Omoregie and Abraham (2009) who posit that there is generally gender inequality in access to education at all levels in Nigeria. There is the crucial need to close this gender gap through allies to education since education is a major source of upward movement to the higher ladder of social stratification more than anything else in life. Education is considered the surest weapon for promoting tolerance and peaceful coexistence, to fight illiteracy and poverty across gender. It is important for girls and women because it will help to improve maternal health, reduce child mortality, raise the level of household or family standards and increase potential human capital for economic empowerment and development.

The relevance of education is revealed in the renewed drive for the universalization of basic education in many developing countries particularly, the Sub-Sahara Africa where a large number of young girls do not attend school. Efforts were made towards the realization of education for all (EFA) in order to attain the Millennium Development Goals (MDGs) focused on access to complete free and compulsory basic education of good quality for all children particularly, the girls by 2020 so as to address gender inequality in education which is a global phenomenon (UNESCO, 2010; Shayan, 2015). This was what premeditated the birth of the Nigerian Universal Basic Education (UBE) programme which was introduced in 1999 aimed to provide equal education for all as a fundamental human right so that every child whether boy or girl, able or disabled should have access to free basic education. The UBE was meant to curtail regional and gender gaps in education that existed in access to education in the country. The implementation of the UBE curriculum was later reviewed and extended to the junior secondary school level of education. The

Universal Basic Education Commission (UBEC) was established to co-ordinate the policy directives and provide the synergy for the funding and management of the programme in collaboration with the relevant Federal agencies and the State Universal Basic Education Boards (SUBEB) in the 36 states in Nigeria and the Federal Capital Territory (FCT), Abuja. The Local Government Education Authorities (LGEAs) in each of the 774 local government areas (LGAs) of the Federation as well as international development agencies, societies and communities were charged with the responsibilities of proper implementation of the policy document (FRN, 2014; Yusuf, 2000).

It was expected that such institutional plans would strengthen the provision of adequate resources in terms of infrastructural facilities, instructional materials and quality teachers in all the public institutions across the federation (Ajayi & Adeyemi 2011; Obidike & Nwamake, 2013). Also, it was envisaged that these efforts would improve the quality of the basic education thereby promote equity in education with no discrimination as to who goes to school and who does not because of the recognition that education can unlock the potentials in every child. The UNESCO as cited in Grate (2010) reported that the global figure for out of school children was estimated to be 1216 million, out of which 654 million (53.8%) were girls and that over 80 percent of these girls lived in Sub-Saharan Africa. For instance, Nigeria had (37%) which is up to a million out of school children. Nigeria grapples with increasing number of out of school children annually (Good luck, 2011). It is among the West African country that has the highest number of girls out of school though mostly in the northern Nigeria. The trend varies because the south eastern Nigeria which is predominantly occupied by the Igbo ethnic group has low boy-child enrolment in school as compared to the girls. The boys in the eastern part of Nigeria are sent for apprenticeship/trading which is the dominant occupation of the Igbo people and this may account for the variations as compared to the northern Nigeria has low girl-child enrolment as compared to the boys.

The low access and enrolment of the girl-child in school has widened the educational and economic gap between the men and women folks in northern Nigeria and in Bauchi State in particular whereby girl-child's access to education still remains a tale. The girl-child is a female between the ages of 6 -17 or 18 years (Offorma, 2009) who would eventually grow into a woman, to marry and become a mother, experience gender apartheid which places her at a disadvantaged position. For instance, her perennials are suppressed and self-actualization is not achieved, subjecting and making her become a victim of pre-existing socio-cultural male chauvinism, exploitation and discrimination among others. Educating a girl child entails providing for her the desired knowledge, empowerment and adequate health care among others. Educating her will translate into reduction in child mortality and death during child birth on the females among others and such benefits would also be passed on to her children; boys and girls alike and by extension the community and her country at large. Also, it will help to eradicate poverty and hunger, combat disease and ensure environmental sustainability in Nigeria and the world. The denial of the girl child access to education will leave a large population ignorant/illiterates because of the role the girl child plays in the society as a future mother. If not educated, as a mother, she would not be in the position to guide and assist her family to read and administer prescribed drugs on children, practice good hygiene and to assist children with their homework/assignment among others as she is always the one with them at home as a care giver.

Thus, the inclusion of an aspect of education for the girl child in the UBE programme was a deliberate attempt to eliminate gender disparity in enrolment figures in primary and secondary schools. The UBE programme made provision for school mapping and distribution of community schools in the country and sensitization activities to get all children especially girls to enroll, participate, remain in and complete school so as to develop their potentials. The UBE programme also made provisions to increase the capacity of teachers, administrators, parents' teachers associations, old boys/girls and mother's clubs among others to ensure gender equity. The UBE plan was intended to provide compulsory and free for the girl child aimed at enrolling more girls in school and to complete their education at the primary and secondary levels and even proceed to higher education if they so desire, to produce women to bridge the gap in societal job roles.

Laudable as the UBE programme seemed, its level of adequate implementation need to be investigated to find out how the UBE goals have been effectively achieved. There is the need to evaluate how gender issues are run in the UBE programme especially in the girl child schools in northern Nigeria toward achieving the desired and realistic goals. The different evaluation models that can be used are: the Kirkpatrick's four levels training evaluation model and the Context, Input, Process and Product (CIPP) model developed by Stufflebeam. The Donald Kirkpatrick model was first developed in 1959 and was updated in 1975 and again in 1993. It comprises of four levels of reaction, learning, behavior and results which is not practical in all situations because measuring training effectiveness with it can be time consuming and resources-intensive. The present study adopted the CIPP model to evaluate the implementation of the girl-child education of the UBE programme. The CIPP evaluation model is a model that was developed by Daniel Stufflebeam and colleagues in the 1960 and focuses on judging the value and success of a programme from context, input, process and final product. It is a framework that emphasizes the systematic provision of information for programme management and operation and proper decision-making.

The CIPP model can be used for both formative and summative evaluation because it provides the holistic view of every element of context, input, process and product in a systematic manner. It is the most appropriate model for the evaluation of teaching/learning and development process (Stufflebeam & Shinkfield, 2007). In the present study it was designed to meet the needs of beneficiaries of the UBE, who were pupils, the education stakeholders and communities. It provided an analytic and rational basis for programme decision making based on a cycle of planning, structuring, implementing and reviewing and revising decisions based on results obtained by evaluating the context, input, process and product of the programme.

The context evaluation covered the benefits of the programme from the budgeting, monitory, timing, transportability and sustainability among others to allow the formative questions at the beginning of the programme under the context and input (plan) stages. Context evaluation defined, identified and addressed the needs of the target population, problems and assessed if the goals were responsive to the desired needs or not (Khawaja, 2001; Stufflebeam, 2004). The context evaluation addressed: if the goals of the programme were suitable or not? If the objectives were generated from the aims? And if the programme fulfilled the community/social needs? The input model encompassed the adequacy of both human and material resources, in terms of adequate and qualified teachers, instructional facilities/materials required for the proper implementation of the girl child UBE programme. The input evaluation provided information on how the resources were used to meet the goals of the program (Khawaja, 2001). The resources included time, human, infrastructural resources, the curriculum, and the context for evaluating the quality of the programme. The input evaluation focused on: What are the learning outcomes/skills the girl-child will gain? How balanced is the theory and practical work? What resources were required for the effective implementation the programme? How adequate were the human and materials resources for the proper implementation of the programme? How appropriate were the knowledge, skills and attitude of the teachers for implementing the programme?

The process which is the action/execution stage of the CCIPP model entails executing the school curriculum as it suit into the aim of the programme to educate and train girls academically and professionally in other trades. The GEEP does not have any age limit for admission but that all girls who avail themselves are admitted. The enrolled females were given orientation before they were placed into the appropriate class based on whether the aim of the programme was being archived. The process focused on all the strategies (mechanisms) such as the teaching methods used in lesson delivery, timing, awareness, community participation and favorable environment for the programme. It asked summative questions on the adequacy of the programme and addressed questions such as: How should it be done? How is it being done? How is it succeeding? and what needs to be done? The process evaluation focused on the running/implementation of the programme in terms of input used in coordinating the desired

programme objectives for its workability and proper decisions making (Patil & Kalekar, 2014; Aziz, Mahmood, Rehman, 2018).

The product evaluation stage on the other hand assessed the outcome of the programme. It assessed the benefits of the programme in terms of time and funds devoted to it. It is expected that the programme should provide with adequate staffing, facilities and materials that will promote effective teaching and learning. The UBE programme made provisions to empower young married women to empower and prepare them for self-reliance and meaningful contribution in the society through putting into practice the skills to boost their financial needs. The girl-child UBE programme was intended to guard against the habit of self withdrawal from the school by the girls, and to encourage them to enroll in school. Thus, the product evaluation focused on the outcome/final produce of the UBE programme. It assessed the real life skills, knowledge and attitudes the girl child gained which is beneficial to the individuals and society. Some important aspects of the product evaluation were: the benefits of the co-curricular and extra-curricular activities of the UBE programme to the girl-child, the short and long term benefits of the programme, the products/outcomes based on the context (plan), input and process design and implementation of the UBE programme. The outcomes were mapped with the objectives and weaknesses were noted for revising the model to improve the quality of the programme. The CIPP is diagrammatically presented thus:

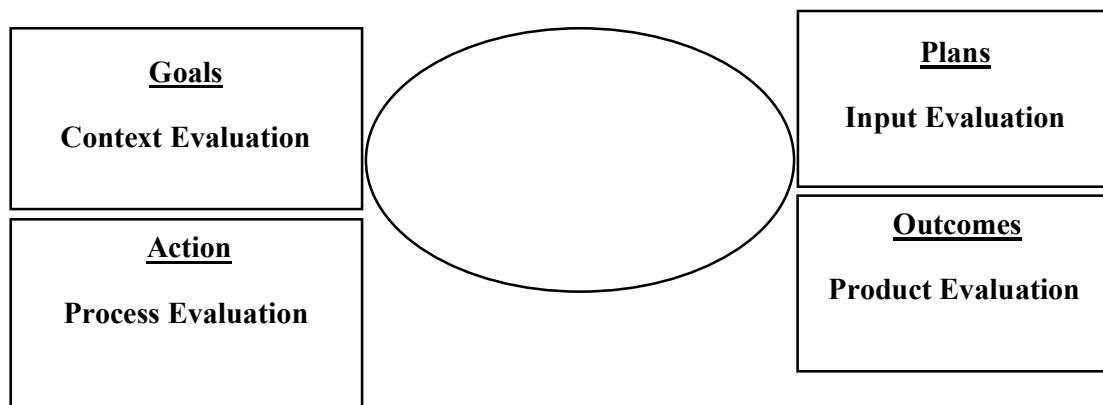
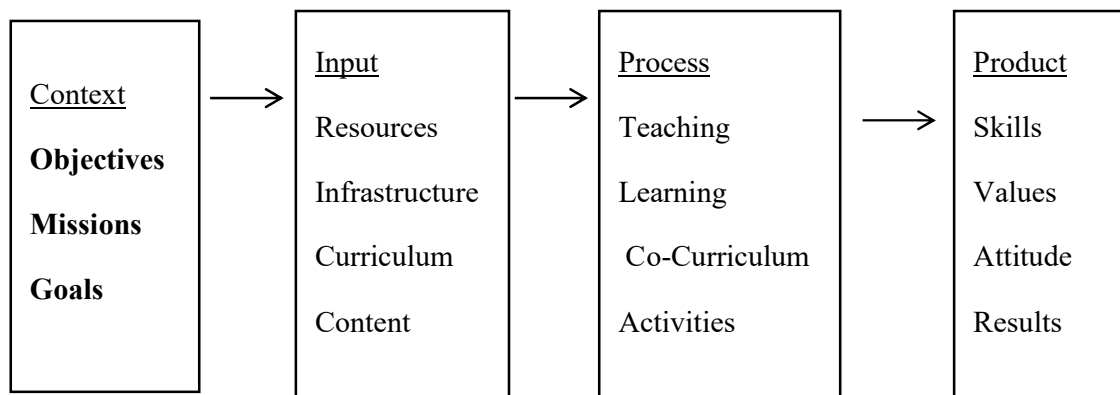


Figure 1: The context, input, process and product (CIPP) model
 Sources: This approach seeks to improve and achieve accountability in educational programming through a "learning by doing" approach (Zha et al 2011).

Conceptual Frame work



The following research questions were raised for the study:

1. What is the enrolment rate in the girl child schools in Alkaleri local government area?

2. What is the qualification of teachers in the girl child schools of the UBE programme in Alkaleri local government area?
3. How adequate are the teachers employed to teach in the girl- child of the UBE programme?
4. What are the infrastructural facilities and instructional materials available in the girl-child schools in Alkaleri local government area?
5. How adequate are the infrastructural facilities and instructional materials in the girl child in Alkaleri local government area

METHODOLOGY

The study adopted an evaluation and survey research design; specifically, the cross sectional survey was used to collect data once from the sample of schools at a particular time and generalize the results on the entire population. The Context, Input, Process and Product (CIPP) evaluation model was employed in evaluating the implementation of the girl child schools of the UBE programme in Alkalrei local government area of Bauchi State. The population of the study comprised the 34 girl child schools in the three districts in Alkaleri local government, Pali, Duguri and Gwana. Pali and Duguri Districts 13 girl-child schools while Gwana District had eight. These had a total number of 102 teachers and 1031 pupils. The simple random sampling technique was employed in selecting the sample of schools and teachers while stratified sampling technique was used to select the sample of pupils for the study. All the Head Teachers and 24 teachers were selected from the eight girl child schools used as sample of the study. The instrument for data collection was instrument a rating scale on enrolment, availability and adequacy of infrastructural facilities, instructional materials and teachers in the girl-child education programme.

The instrument consisted of two sections, A and B. Section A contained the biodata of the respondents while section B contained 42 items on adequacy of teachers in the Girl-child schools, availability and adequacy of instructional materials and enrolment. The research questions were answered using frequency distribution tables.

Results

Table 1: The Enrolment Rate in the Girl-Child Education Programme of the UBE.

| S/N | Session | Schools | | | | | | | | Total |
|-----|-----------|---------|-----|----|-----|-----|-----|----|-----|-------|
| | | A | B | C | D | E | F | G | H | |
| 1. | 2014/2015 | 7 | 45 | 7 | 28 | 9 | 17 | - | 9 | 122 |
| 2. | 2015/2016 | 13 | 75 | 10 | 37 | 11 | 16 | 3 | 13 | 178 |
| 3. | 2016/2017 | 14 | 89 | 13 | 40 | 12 | 19 | 5 | 15 | 207 |
| 4. | 2017/2018 | 16 | 98 | 17 | 43 | 16 | 22 | 7 | 21 | 240 |
| 5. | 2018/2019 | 20 | 113 | 22 | 53 | 25 | 37 | 13 | 37 | 320 |
| 6. | 2019/2020 | 22 | 121 | 29 | 59 | 31 | 46 | 15 | 48 | 371 |
| | Total | 92 | 541 | 98 | 260 | 104 | 157 | 43 | 143 | 1438 |

Table 1, shows the enrolment rate in the girl-child schools for years 2014 to 2020. The year 2014/ 2015 academic session had 122 pupils enrolled, 2015/2016 had 178 pupils, 2016/2017 recorded 207, in 2017/ 2018, 240 pupils were enrolled, 2018/2019 had 320 and in 2019/2020 there were 371 pupils. Table 1 reveals that there was continuous increase in enrolment for the six academic years, that is, 2014/2015 to 2019/2020 academic sessions in the girl-child schools in Alkaleri local government of Bauchi State. This probably may be due to the citizens becoming more aware of the relevance and need to educate the girl-child.

Table 2: Qualifications of Teachers Employed to Teach in the Girl-Child Schools

| S/N | Qualification | School | | | | | | | | Total |
|-----|-----------------|--------|----|---|---|---|---|---|---|-------|
| | | A | B | C | D | E | F | G | H | |
| 1. | M. ED/M.SC/M.A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2. | B. ED/B.SC/B. A | 0 | 4 | 1 | 3 | 2 | 0 | 0 | 2 | 12 |
| 3. | NCE | 3 | 7 | 4 | 6 | 3 | 5 | 2 | 5 | 35 |
| 4. | Others | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| | Total | 4 | 11 | 5 | 9 | 5 | 5 | 3 | 7 | 49 |

Table 2, shows the number and qualifications of teachers employed to teach in the girl-child schools. The Table indicates that the teachers employed to teach in the girl child schools were spread different qualifications but none of the teachers had a master degree. Twelve teachers had B.Ed./B.Sc./B.A. There were 35 NCE teachers while only two teachers had others that were non teaching qualifications. The Table reveals that all the eight girl-child UBE schools had a total of 49 teachers. This number seems inadequate because schools A and G had only four and three teachers respectively which is highly inadequate. Schools C, E and F had five teachers each. School B had the highest number of 11teachers, followed by school D with nine teachers and school H with seven teachers. The number of teachers available in each school was inadequate based on the stipulated student-teacher ratio.

Table 3: The Infrastructural Facilities Available in the Girl-Child UBE Schools.

| S/No | Infrastructure | No. Expect | Number Available | | | | | | | | Total |
|------|-------------------------|------------|------------------|----|----|----|----|----|----|----|-------|
| | | | A | B | C | D | E | F | G | H | |
| 1. | ICT Facilities | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2. | Classroom Block | 16 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 13 |
| 3. | Library | 8 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 4 |
| 4. | Laboratories | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. | First Aid Facilities | 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 8 |
| 6. | Sport facilities | 8 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 5 |
| 7. | Office Accommodation | 16 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 12 |
| 8. | Pup Benches & Tables | 320 | 30 | 40 | 40 | 35 | 10 | 20 | 10 | 20 | 205 |
| 9. | Trs' Benches and Tables | 80 | 3 | 10 | 3 | 2 | 1 | 2 | 2 | 2 | 25 |
| 10. | Toilet Facilities | 16 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 14 |
| 11 | Play Fields | 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 8 |

Table 3, shows the availability of infrastructural facilities in the eight girl Child schools. Based on the expected number of items per school, Table 3 reveals that all the girl-child schools had no ICT facilities and laboratories but had the required' classroom blocks except schools E, F and H. Four of the schools: B, C, D and G had libraries while four did not have library that is A, E, F and H. Table 3 shows that each school had a first aid box with inadequate facilities. The Table shows that five schools had sports facilities that is, schools A, B, C, D and F while three of the schools; E, G and H did not have sporting facilities. For office accommodation, schools A-D had office accommodation while schools E-H did not have office accommodation. Pupils' Branches and tables were inadequate in six schools and only two schools B and C had adequate pupils' benches and tables. Schools A and D had 30 and 35 respectively while schools' E -H had between 10 and 20 which were highly inadequate. The benches and tables for teachers were also highly inadequate in all the schools except for school B. Toilet facilities were adequate in all the schools except for Schools E and H which had one toilet each. Table 3 also reveals that all the schools had playground but they were inadequate in all the schools. Thus, the Table shows that facilities were either inadequate or lacking in the girl-child schools, which is worrisome as this will affect the teaching and learning processes in the schools. The unavailability or inadequacy of infrastructures facilities will deter effective and efficient instruction in the schools.

Table 4: The Availability and Adequacy of Instructional Materials in the UBE Schools.

| S/N | Items | No. Expected | | School and No. Available | | | | | | | | Total |
|-----|----------------------|--------------|-----|--------------------------|-----|-----|----|----|----|----|-----|-------|
| | | A | B | A | B | C | D | E | F | G | H | |
| 1. | Charts & Posters | 160 | 0 | 5 | 3 | 2 | 0 | 2 | 3 | 2 | 17 | |
| 2. | English T/Books | 800 | 100 | 100 | 100 | 100 | 25 | 90 | 50 | 25 | 590 | |
| 3. | Maths T/Books | 800 | 100 | 100 | 100 | 100 | 30 | 75 | 50 | 25 | 580 | |
| 4. | Science T/Books | 800 | 100 | 100 | 100 | 90 | 25 | 36 | 25 | 20 | 496 | |
| 5. | Social Studies T/Bks | 800 | 90 | 100 | 90 | 75 | 20 | 30 | 20 | 15 | 340 | |
| 6. | Chalkboards | 96 | 02 | 02 | 02 | 02 | 01 | 02 | 02 | 02 | 90 | |

Table 4 shows the availability and adequacy of instructional materials in the girl child schools. The Table reveals that charts and posters were highly inadequate in all the schools because instead of 20 in each school to have up to 160, the highest number was five in school B while the rest have between three and zero charts and posters. Text books were inadequate in each school for all the subjects listed such that instead of 800, no school had up to 600 text books. This also will affect students' learning of these subjects. The Table reveals that only chalkboards were adequate in the girl child schools.

Table 5: Qualification of Teachers by Gender that are Employed to Teach in the Girl-Child Schools of the UBE Programme

| S/N | Qualification | SCHOOL | | | | | | | | | | | | | | Total | | | |
|-----|-------------------|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|----|---|
| | | A | | B | | C | | D | | E | | F | | G | | | H | | |
| | | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | M | F | |
| 1. | M.Ed/M.Sc./M.A | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | |
| 2. | B. Ed./B.Sc./B. A | -- | -- | 4 | -- | 1 | -- | 3 | -- | 2 | -- | -- | -- | -- | 2 | -- | 12 | -- | |
| 3. | NCE | 3 | -- | 3 | 4 | 4 | -- | 4 | 2 | 3 | -- | 4 | 1 | 2 | -- | 4 | 1 | 27 | 8 |
| 4. | Others | 1 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- | -- | -- | 2 | -- | |
| | Total | 4 | -- | 7 | 4 | 5 | -- | 7 | 2 | 5 | -- | 4 | 1 | 3 | -- | 6 | 2 | 41 | 8 |

A Table 5 shows the teachers employed to teach in the girl-child schools based on gender. The Table indicates the teachers employed to teach in the girl child schools in the different qualifications and by gender. Table 5 shows all the 12 teachers who had B.Sc./B. A or B. Ed were all males with no female graduate. There were 27 male teachers and 8 female teachers NCE certificates. The Table also indicate that were no male or female teachers with master degree (M.Sc./M.A or M.Ed.) while only two teachers who were males had others, which were non teaching qualifications. The Table reveals that the eight girl-child UBE schools had a total of 41 male and eight (16.33%) female teachers, making a total of 49 teachers which was highly inadequate. This seems inadequate and also reveals gender imbalance in the number of employed to teach in the girl-child Education UBE Schools. This means either that the teachers are over loaded or that the students are not taught.

DISCUSSION

The finding on the revealed that enrolment rate at the early years in the girl-child education programme of the UBE was low may be due to poor public enlightenment, sensitization and encouragement. The findings showed that there was continuous increase in enrolment for the six academic years, that is, 2014/2015 to 2019/2020 academic sessions in the girl-child schools in Alkaleri local government of Bauchi State. This may be that as stated in the National Policy on Education (FRN, 2014), special efforts were made by all appropriate agencies to encourage and mobilize parents or guidance to send their girl-child to school. This condition was met though there were thousands of girls that are not in the school. This gave rise to increase on the enrolment of girl-child in the schools under study in the subsequent years. These years might have experienced more enlightenment, campaigned to the public on the benefit of education to the girl-child. The

findings on the provision of infrastructural facilities and instructional materials made available for effective teaching and learning indicates what was expected in the schools. The results show that most facilities were either inadequate or lacking in the girl-child schools which is worrisome as this will affect the teaching and learning processes in the schools. The unavailability or inadequacy of infrastructures facilities will deter effective and efficient instruction in the schools.

The findings on adequacy of teachers provided to teach in the girl-child schools shows that some schools had teachers while some did not have. The required qualification of teachers to teach in the primary school was for them to obtain a minimum of NCE certificates. These were met and only two teachers did not have the required teaching qualifications. The findings revealed that the number of teachers available in each school was inadequate based on the stipulated student-teacher ratio. The finding of the study on teachers employed is contrary to the guidelines for the implementing girl-child education programme (UNICEF, 2008) which specifically stated that women should be employed to teach in girls' schools. This condition was not made in almost all the schools under study whereby most of the teachers were males instead of women. Only four schools had a total of eight (16.33%) female teachers which did not meet up with the stipulations of the education policy document. Thus, the findings shows that teachers employed to teach in the girl child schools were inadequate and five of the schools had a total of less than the six teachers employed to teach in each of the schools.

The findings of the study revealed that infrastructural facilities were adequate. For instance, the ICT facilities and laboratories were completely not available (absent) in all the schools which is contrary and did not meet the stipulations of the National Policy on Education (FRN, 2014) which stated that, the curriculum for primary education shall include computer education and that educational services shall be provided, among which are; school library among others. Based on the National policy recommendations the conditions had not been made. This implies that the implementation of the UBE schools of the girl-child education programme did not comply with the Nigerian National policy on education standard.

The findings indicated that charts and posters were highly inadequate in six schools that is, schools B, C, D, F, H, and H while in two schools A and E, and posters were not available at all. On text books, English language text books were highly adequate in four schools A-D while school F had few copies and schools E, G and H had highly inadequate English text books. Also, Mathematics and Science text books were also adequate in schools A-D while schools E-H had inadequate copies. Social studies textbooks were inadequate in the schools A, C, D, E, F, G and H while only school B had adequate social studies textbooks. All the schools that is A, B, C, D, F, G and H had adequate chalkboard except school E which had only one chalkboard in a class. The improvised material is also not adequate in all the schools that is A-H.

The NPE (FRN, 2014), stated that basic education tools for further educational advancement including preparation for trade and crafts of the locality shall be provided. The objective of this section of the policy has not yet been achieved because most of the schools did not have adequate instructional materials. Although teachers do improvised materials to help the effective learning, the materials provided to teach were not adequate.

RECOMMENDATIONS

The following recommendations were made:

1. The Bauchi SUBEB should create more awareness campaigns and sensitize its citizens on the benefits of education especially to the girl child through mass media, market squares, worship centres and other public places to have more pupils enroll in and complete their education.

2. The Bauchi SUBEB should provide more infrastructural facilities and instructional materials such as libraries, laboratories, computers, sewing machines and science equipments to make teaching and learning more effective in the girl-child schools.
3. The Bauchi SUBEB should employ more women teachers to teach in the girl-child schools to serve as motivation the girls, their parents and the public on the benefits and relevance of education to the girl child.
4. The SUBEB should make provision for the soft loan to empower girls who make the choice of learning trade to establish their businesses after training and/or as they continue with their education.
5. The SUBEB should ensure that enrolment in the girl-child UBE schools were free and compulsory to all Nigerian children and to mobilize the intervention of NGOs, politicians, philanthropist and religious bodies for support.

CONCLUSION

The value of education cannot be over emphasized as found in literature and especially to the girl child. Thus, the laudable projections of the nation's policy on education should as a matter of urgency should be implemented with high sense of commitment to reduce the high rate of illiteracy among the girl child who is a future mother of the nation to enable her contribute meaningfully to the development of the self and the society she belongs appropriately. This is to support and concretize the saying that when you educate a girl child (woman), you educate a nation as her ability to give her Child(ren) her best depends on the education she receives.

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